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ABSTRACT

Consistent with the Utah State Office of Education philosophy that listening, speaking, reading, and writing are integral aspects of the total curriculum, the strands included in this elementary language arts guide are study skills, affective language, literature, composition, speaking and listening, and grammar and usage. Each of the strands is divided into general learning objectives that group related student outcomes together. Accompanying each objective are precise statements of measurable language arts behaviors to be demonstrated by the student. All objectives carry a six-digit number (identifying the subject area, level, and strand) and a three-digit number (providing information to the state education agency concerning the relationship of each objective to the general curriculum goals). Objective numbers are used to identify related instructional support materials, including evaluation instruments, record keeping materials, and teaching strategies, as well as commercial materials that can be coded to the objectives. The guide also provides an overview of the curriculum framework, state maturity goals and related curriculum goals, language arts problem objectives, an overview of the course of study and a resource file, language arts scope and sequence charts, and growth and development theoretical foundation charts. (HOD)

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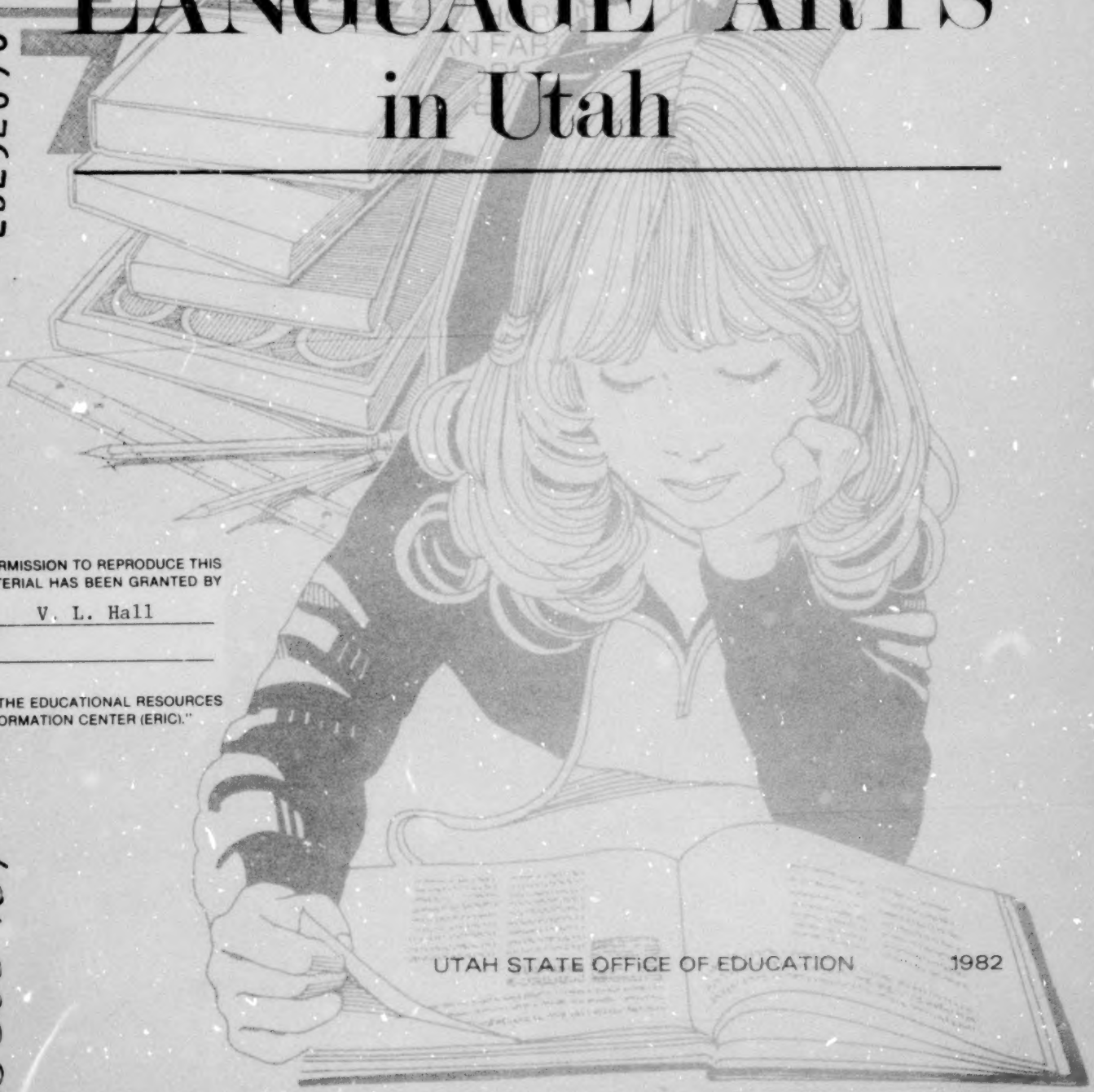
Elementary

A Course of Study for LANGUAGE ARTS in Utah



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UTAH STATE OFFICE OF EDUCATION 1982

A COURSE OF STUDY FOR

LANGUAGE ARTS IN UTAH

ELEMENTARY

UTAH STATE OFFICE OF EDUCATION

Walter D. Talbot

State Superintendent of Public Instruction

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FOREWORD

The State Board of Education holds the position that ability to understand, speak, read and write the dominant language as a means of communication with others and personal enjoyment is necessarily the basis for all education. Therefore, the Board has designated English Language Arts instruction as a top priority in Utah schools.

Learning the communicative processes and skills is a complex task. The marvel is that students learn them as well as they do, and the credit should be given to good teachers and influential parents. There is no need to apologize for the achievement level of the students in the schools. There is a need to recognize that there is room for improvement as long as one child capable of learning does not listen, speak, read and write well.

Excellent language arts programs are characterized throughout the grades by coordinated instruction, which teaches students the basic language arts skills to facilitate uses of language in all areas. In addition, such a program should provide experiences that will make it possible for students to continue to enlarge their vision as well as their understanding of the world around them. Obviously, exemplary language arts programs are based on sound sequential objectives and require the support of all teachers and administrative personnel.

We know that when we concentrate on teaching the language arts skills better, we foster the learning of all children, whether they are gifted, disadvantaged, handicapped or "normal" students. Therefore, our challenge is not only to improve language arts instruction in the Utah public schools, but to eradicate failure and to fulfill every student's right to become proficient in the listening, speaking, reading and writing skills.

ACKNOWLEDGMENTS

Several sources of recently developed Language Arts curricula were used to assure that the course of study reflects sound current philosophical, professional and practical theories and practices.

The 1973 Course Goals in Language Arts, K-12 produced by the Tri-county Intermediate Education District, Portland, Oregon, served as a general foundation for the content scope and sequence, the objectives and the knowledge, rules and generalizations, and values and process classifications of the language arts objectives. Other excellent resources were the curriculum materials developed as part of the Goal-based Educational Management System (GEMS) in the Jordan School District. Curriculum materials developed by the Newport Mesa, California Unified School District, the Dallas, Texas Independent School District, and Granite, Davis and Salt Lake City School Districts in Utah were used in the development of this guide. Materials and information from the National Writing Project, The Bay Area Writing Project, the Utah Council of Teachers of English and the National Council of Teachers of English provided valuable support for the development of this guide. Especially helpful was the National Council of Teachers of English publication Three Language Arts Curriculum Models: Pre Kindergarten Through College edited by Barrett J. Mandel and published in 1979 by the NCTE Commission on the English Curriculum. The student centered model, the heritage model and the competencies model detailed in this publication provided valuable insights and direction. Aspects of all three models are included in this course of study.

Appreciation is extended to the more than two-hundred classroom teachers who reviewed and field tested with students in classrooms the objectives included in this course of study. Their collective experience, evaluations and suggestions are largely responsible for the quality, value and practicality of the objectives, the objective extensions and the explanatory material included in this course of study.

OVERVIEW OF CURRICULUM FRAMEWORK

A comprehensive effort called Designing Education for the Future was conducted in the late sixties which involved students, educators and patrons throughout the state in the identification of goals for education. A statement of goals growing out of this effort has been officially adopted by the State Course of Study Committee.

Maturity Goals

The goals emerging from this effort emphasize the maturing human being as the major focus of educational endeavor. Eight maturity goals were established which are wide in scope and general in nature. By using these goals as the major focus, supporting goals and objectives have been developed that enable curriculum developers to relate their efforts directly to the life behaviors that make up each maturity and subsequently back to a specific maturity goal. The maturity goal statements are:

Intellectual maturity is exemplified by a continuing desire for understanding, a continuing interest in current problems, a continuing accumulation of knowledge, and an increasing ability to use one's rational powers.

Ethical-Moral Spiritual maturity is exemplified by one's use of rational powers and of internalizing, valuing, and empathizing processes in satisfying oneself regarding life's purposes; in locating oneself in time and space; in revering life; in comprehending death; and in perceiving one's relationships to mankind and to the basic forces of the universe.

Emotional maturity is exemplified by increasing constructive management of one's emotions, of coping with stress and frustration, of accepting oneself, and of empathizing with others.

Social maturity is exemplified by increasingly exercising freedom with its accruing responsibilities; demonstrating functional learnership and appropriate followership; interacting in the social environment for self-realization and/or an awareness of the needs and values of others; acting within the basic values, institutions, and process of American democracy; understanding world interdependence and how diverse cultures function.

Physical maturity is exemplified by one's continuing appreciation and respect for the mind and body by increasing neuromuscular development, by self-fulfilling experiences through physical activity, and by continuing positive responses toward the solution of problems arising from increased leisure and health needs.

Environmental maturity is exemplified by seeking constantly to understand one's natural environment through rational thinking processes; through demonstrating fundamental skills required in the use of materials, equipment, and information gathered concerning the environment; through exhibiting an awareness of relationships that exist between human beings and the environment; and through performing acts in the environment that are relevant to one's own well being and to that of others.

Aesthetic maturity is exemplified by an increasing sensitivity in perceiving one's environment and acknowledging the human qualities of mankind, by a more satisfying use of one's senses in making aesthetic judgments, by more capably communicating aesthetic insights through the cultural arts and through greater harmony within the individual.

Productivity maturity is exemplified by continued involvement in creating, generating and using ideas, goods, and services which are beneficial to mankind and satisfying to the individual.

Course of Study for Language Arts

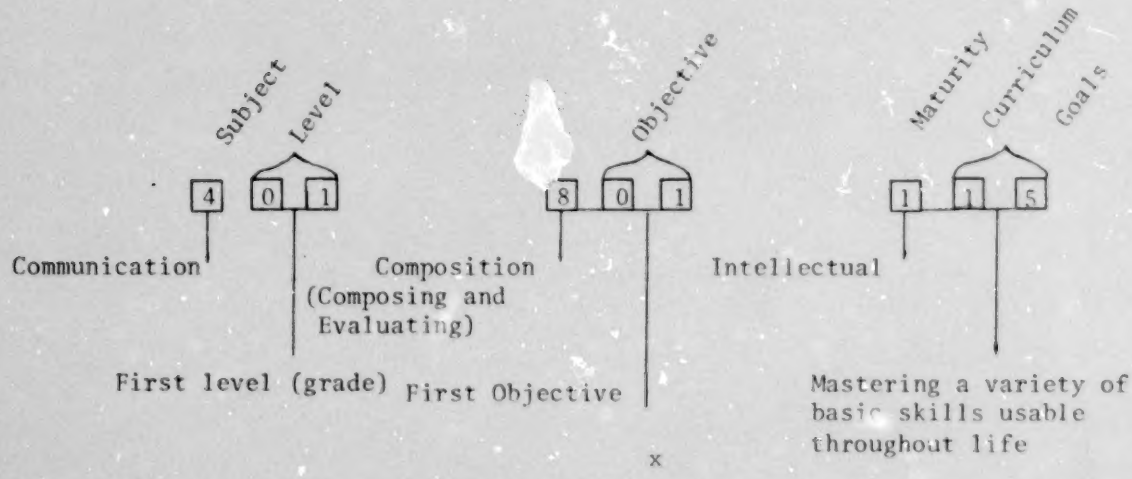
The maturity goals are the focus for each course of study developed for Utah schools. Although learning to communicate effectively involves primarily the intellectual domain, the product--the ability to communicate effectively and to receive, understand and react to the meanings communicated by others--serves as a foundation for students' progress toward all eight maturity goals.

Consistent with the philosophy that listening, speaking, reading and writing are integral aspects of the total curriculum, to create artificial boundaries between one language arts area and another would negate the major purpose of teaching these basic skills--the development of abilities to communicate effectively. The model must be interactive and multidisciplinary. The strands included in the language arts course of study are study skills, affective language, literature, composition, speaking and listening and grammar and usage. Each of these strands is divided into general learning objectives which group related learner outcomes together. For each objective there are a number of instructional extensions which are precise statements of measurable language arts behaviors to be demonstrated by the learner. The following course of study is specifically designed as a model for local program development which can be adapted to district needs and interests.

Significance of Numbers

All objectives developed under this effort will carry a six digit and a three digit number. The six digit number will be useful to the teacher in identifying subject area, level and strand of each objective. The three digit number provides information to the State Education Agency concerning the relationship of each objective to the general curriculum goals.

Example: Objective 408-801 (108)
408-801: The student is able to write reports, business letters, newspaper and magazine articles, and advertisements



x

SUBJECT AREAS - 1st digit in series

0 0 0 - 0 0 0 - Other
1 0 0 - 0 0 0 - Mathematics
2 0 0 - 0 0 0 - Science
3 0 0 - 0 0 0 - Social Studies
4 0 0 - 0 0 0 - Communications
5 0 0 - 0 0 0 - Music/Art
6 0 0 - 0 0 0 - Health/Phys. Ed.
7 0 0 - 0 0 0 - Driver/Safety Ed.
8 0 0 - 0 0 0 - Foreign Language
9 0 0 - 0 0 0 - Vocational/Career

LEVEL - 2nd and 3rd digits in series

0 0 0 - 0 0 0 - Entry Level
0 0 1 - 0 0 0 - First level
0 0 2 - 0 0 0 - Second level
0 0 3 - 0 0 0 - Third level
0 0 4 - 0 0 0 - Fourth level
0 0 5 - 0 0 0 - Fifth level
0 0 6 - 0 0 0 - Sixth level
0 0 7 - 0 0 0 - Seventh level
0 0 8 - 0 0 0 - Eighth level
0 0 9 - 0 0 0 - Ninth level
0 1 0 - 0 0 0 - Tenth level
0 1 1 - 0 0 0 - Eleventh level
0 1 2 - 0 0 0 - Twelfth level

STRAND - 4th digit in series

0 0 0 - 5 0 0 - Study Skills
0 0 0 - 6 0 0 - Affective Language
0 0 0 - 7 0 0 - Literature
0 0 0 - 8 0 0 - Composition
0 0 0 - 9 0 0 - Speaking and Listening
0 0 0 - 0 0 0 - Grammar and Usage

OBJECTIVES AND TOPICS

0 0 0 - 5 0 1 - Study Skills Readiness
0 0 0 - 5 0 2 - Locational Skills
0 0 0 - 5 0 3 - Learning Skills and Processes
0 0 0 - 6 0 1 - Affective Speaking
0 0 0 - 6 0 2 - Affective Listening
0 0 0 - 6 0 3 - Affective Writing
0 0 0 - 6 0 4 - Affective Reading and Literature
0 0 0 - 6 0 5 - Affective Involvement with Media
0 0 0 - 7 0 1 - Narrative Fiction and Non Fiction
0 0 0 - 7 0 2 - Poetry
0 0 0 - 7 0 3 - Drama
0 0 0 - 7 0 4 - Literary Devices
0 0 0 - 7 0 5 - Essays
0 0 0 - 8 0 1 - Composing and Evaluating
0 0 0 - 8 0 2 - Written Grammar - Usage and Style
0 0 0 - 8 0 3 - Penmanship and Format
0 0 0 - 8 0 4 - Spelling
0 0 0 - 8 0 5 - Capitalization and Punctuation
0 0 0 - 9 0 1 - Mechanics of Speaking
0 0 0 - 9 0 2 - Spoken Grammar and Usage
0 0 0 - 9 0 3 - Listening
0 0 0 - 9 0 4 - Practical Speaking
0 0 0 - 0 0 1 - Sentences, Types, Kinds, Purpose
0 0 0 - 0 0 2 - Parts of Sentences
0 0 0 - 0 0 3 - Parts of Speech
0 0 0 - 0 0 4 - Usage
0 0 0 - 0 0 5 - Development of Language

MATURITY - 1st digit in parenthesis

0 0 0 - 0 0 0 (1 0 0) - Intellectual
0 0 0 - 0 0 0 (2 0 0) - Ethical-Moral-Spiritual
0 0 0 - 0 0 0 (3 0 0) - Emotional
0 0 0 - 0 0 0 (4 0 0) - Social
0 0 0 - 0 0 0 (5 0 0) - Physical
0 0 0 - 0 0 0 (6 0 0) - Environmental
0 0 0 - 0 0 0 (7 0 0) - Aesthetic
0 0 0 - 0 0 0 (8 0 0) - Productive

CURRICULUM GOALS - 2nd and 3rd digit in parenthesis

On the following page, the curriculum goals for each of the eight maturities are listed and coded.

THE EIGHT MATURITIES AND RELATED CURRICULUM GOALS[1]

August 1977

1 INTELLECTUAL	2 ETHICAL-MORAL-SPIRITUAL	3 EMOTIONAL	4 SOCIAL	5 HEALTH AND PHYSICAL	6 ENVIRONMENTAL	7 AESTHETIC	8 PRODUCTIVE
01 Recognizing problems and issues.	01 Demonstrating a reverence for life.	01 Gaining acceptance by appropriate individuals and groups.	01 Interacting effectively in a group.	01 Supporting efforts to solve environmental health issues.	01 Observing and responding to beauty and orderliness.	01 Using the arts as a means of personal fulfillment.	01 Developing an appreciation of the dignity and importance of work.
02 Seeking and gathering data.	02 Respecting the dignity and worth of human beings	02 Enhancing a positive self-image.	02 Accepting responsibility for democratic social action.	02 Practicing preventive measures against the diseases of man.	02 Recognizing the necessity of balance in nature.	02 Recognizing that all art skills can be learned.	07 Striving to discover and develop one's own productive potential.
03 Analyzing and synthesizing data.	03 Respecting truth wherever found.	03 Understanding one's capabilities and limitations.	03 Supporting and strengthening the family as the basic social institution.	03 Achieving and maintaining a desirable level of physical fitness.	03 Acting with understanding of man's role in nature's balance.	03 Displaying a knowledge of a variety of art forms.	03 Planning for the future by establishing productive goals.
04 Formulating and testing assumptions.	04 Striving to discover "who am I" and "where am I going."	04 Perceiving life's realities - changing things one can and accepting things one cannot.	04 Respecting others in interpersonal relations.	04 Maintaining a desirable body weight.	04 Demonstrating a knowledge of the interrelatedness of technology, population density and pollution.	04 Mastering a variety of art skills usable throughout life.	04 Acquiring knowledge of a wide variety of work opportunities.
05 Choosing possible solutions or conclusions.	05 Living by a consistent personal and social code of ethics.	05 Perceiving life with healthful emotions.	05 Committing oneself to group ideals and social regulations.	05 Practicing desirable body movement and posture.	05 Cooperating in the wise and multiple use of resources.	05 Seeing the relationships between nature and artistic expression.	05 Developing capabilities essential for selected work opportunities.
06 Evaluating results.	06 Respecting man's continual, and almost universal search for an understanding of a supreme power.	06 Gaining satisfaction from work.	06 Assuming effective leadership and followership roles.	06 Practicing principles of good nutrition.	06 Recognizing the worldwide problem for matching needs to production and distribution of resources.	06 Perceiving the aesthetic qualities of one's environment.	06 Recognizing, generally, that rewards are commensurate with the quality and amount of work performed.
07 Making suitable changes in attitude and behavior.		07 Accepting responsibility for one's decisions and actions.	07 Acting with understanding of worldwide human interdependence.	07 Mastering a variety of sports and recreational skills usable throughout life.		07 Including aesthetic experiences during leisure time.	07 Developing personal characteristics valued by employers or leaders.
08 Communicating freely and adequately points of view.		08 Seeking emotional release and rejuvenation through leisure activities.	08 Appreciating diverse national and international cultures.	08 Participating regularly in wholesome leisure pursuits		08 Exploring the arts as a means of understanding the cultures of the past and present.	08 Gaining knowledge of personal and family practices leading to economic independence and security.
09 Discriminating between fact and opinion, reason and emotion.		09 Understanding the role of emotions in human actions.	09 Utilizing one's environment intelligently.	09 Recognizing the health hazards of smoking.		09 Supporting the arts in society.	09 Contributing one's share for the operation of government and other appropriate service agencies.
10 Tolerating tentativeness of situations.		10 Achieving intellectual, emotional, physical, spiritual and social balance.	10 Utilizing educational and other institutions to improve the quality of life.	10 Recognizing the health hazards of the use and abuse of alcohol and other drugs.			10 Searching for and evaluating inventive ideas for potential career opportunities.
11 Recognizing and evaluating societal values.		11 Coping with the realities of life and death.	11 Developing and applying values consistent with the well-being of society.	11 Limiting the use of drugs to those prescribed.			
12 Respecting differing opinions.		12 Developing and displaying empathy.	12 Demonstrating loyalty to the United States.	12 Refraining from participation in or promotion of health and food fads.			
13 Setting and pursuing personal goals. (achieving)		13 Being open to new and varied experiences.	13 Cooperating in the interest of peace and welfare	13 Seeking professional medical services on a regular basis.			
14 Understanding the life processes.			14 Striving to achieve a balance between social stability and social change.	14 Practicing safety continuously.			
15 Mastering a variety of basic skills usable throughout life.			15 Participating in wholesome male-female relationships.	15 Demonstrating the capabilities to handle emergency situations.			
			16 Preparing for one's potential role as a marriage partner and as a parent.	16 Adjusting adequately to the physiological changes throughout life.			
			17 Practicing desirable personal care and grooming.				
			18 Understanding the effects of technological developments on man, societies and the world.				

[1]The curriculum goals are derived from the adopted Goals and General Objectives for Utah Schools.

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PHILOSOPHY

UTAH STATE BOARD OF EDUCATION

Language Arts Education

The language arts philosophy of the State Board of Education is outlined in the following position paper.

Listening, reading, writing and speaking involve the ability to receive and understand communication through oral and written symbols. They consist of not only responses to words and phrases, but also of vehicles for thinking. They contribute to the full and productive life of the individual and are essential to functioning effectively in today's society.

It is the goal of the Utah State Board of Education that all segments of the school population develop the skills and interest necessary for effective communication to the full limit of their capabilities.

IT IS THE POSITION OF THE UTAH STATE BOARD OF EDUCATION THAT:

1. Listening, reading, writing and speaking are functional tools and lifelong skills, therefore, language arts instruction should be offered as part of the continual process of education.

2. With few exceptions, all people can learn to listen and read with comprehension and write and speak well enough to communicate with others to meet their daily needs. However, the quality of performance will be influenced by the cognitive and affective development of the learner.

3. Each person has unique experiential and cultural backgrounds; therefore, no single method nor set of materials can accommodate the different learning needs and interests of the individual.

4. Every teacher is a teacher of listening, speaking, reading and writing and must provide the instruction necessary to help students develop competency in these critical areas.

5. As an integral aspect of the total curriculum, the language arts program needs to be articulated and coordinated throughout all administrative units of the state and local school systems.

6. Effective programs of inservice training and staff development are essential for both administrative and teaching personnel if school systems are to develop successful language arts programs.

7. A relationship of mutual accountability should exist between the school boards and teacher training institutions to produce and certify teachers with the required competencies to teach listening, speaking, reading and writing.

8. The quality of the language arts program at any level should be verified by periodic monitoring and systematic evaluation.

9. The commitment of the community to the importance of the development of listening, speaking, reading and writing skills and the involvement of a variety of persons in development and implementation of the language arts program are essential factors in its success.

10. The ultimate value of being able to listen, speak, read and write well is inherent in the achievement and satisfaction a person experiences as the skills developed function to help him or her reach personal, educational, vocational, political and aesthetic goals.

INTRODUCTION

Most language arts objectives have a commonality for all learners, whether they are young or old, gifted or disabled. While the goals are generally the same, vast differences in the individual learning process require a wide range of teaching methods and materials as well as varied amounts of time allocated to instruction.

Articulation of Objectives: A great many language arts programs have similar objectives, but the sequence of skill instruction may vary according to the philosophy of the author and publisher. In addition, there are differences in the wording of objectives which address identical skills and concepts. Therefore, it is important that teachers examine the scope and sequence of the program adopted for their school and coordinate the objectives in this guide to the articulated program currently being used.

Obviously, communication skills are not acquired in separate sequential steps, but overlap as they develop. They must be coordinated through the whole course of development.

The ultimate goal of using language arts concepts and skills to function successfully in society cannot be overemphasized as teachers, district and state education agency personnel cooperate to design learning strategies for mastering the objectives outlined in this course of study. Functional competency in communication referred to in the Utah State High School Graduation Requirements can only be acquired through the thoughtful development and implementation of learning activities related to essential life skills.

The Course of Study for Language Arts in Utah Program Objectives provide the necessary direction for the educational process to assure that each student will have mastered the basic skills, of reading, writing, and speaking to the extent of his or her effort and ability and that each student will be able to use these skills in acquiring the knowledge and understanding necessary for a self-fulfilling, contributing life in modern society.

1. The student will be able to comprehend the printed material needed to succeed in his educational, vocational, and social interests and inquiries.
2. The student will be able to respond to literature in subjective, analytic, and evaluative ways.
3. The student will be able to interpret literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.
4. The student will be able to use language effectively in interaction with others, gaining and improving skills in group communication processes.
5. The student will be able to recognize that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, of associations and points of view.
6. The student will be able to write honestly, creatively, and clearly.
7. The student will be able to adapt his speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student will be able to acquire, interpret, and evaluate information through purposeful and critical observation and listening.
9. The student will know that language adapts to the needs of people through time.
10. The student will be able to express and interpret ideas, attitudes, and feelings effectively in nonverbal ways.
11. The student will know that his experience in the world is given meaning and shape by his language.

The Course of Study for Language Arts in Utah is designed to provide a realistic statement of a kindergarten through twelfth grade scope and sequence for language arts based on current educational theory and effective instructional practices. The educational design, upon which the program is based, supports an educational approach in which each student is instructed wherever he or she is on the continuum of learning and helped to progress as far and as fast as possible.

PURPOSE

The purpose of this course of study is to help teachers and administrators assure that the language arts programs used in their school or district includes provision for student instruction in the language arts skills and concepts necessary for the students to function effectively in society as literate, competent individuals.

RATIONALE

Most of the concepts and skills included in the course of study are currently being taught in the schools in one form or another. As a result, it can serve as a tool for teachers and administrators to use to organize the various aspects and components of their K-12 language arts programs into articulated, coordinated, manageable programs in which instruction and activities on each level build upon, extend, apply and reinforce the concepts and skills that students have learned in previous levels.

No attempt has been made to define methods or materials to be used in language arts instruction. However, the philosophy and the scope and sequence can serve as criteria in the selection of instructional materials and practices. The objectives are stated in general terms and can be used effectively to support a heritage based program, a communications based program, a competency based program, or an approach that combines aspects of all three. The course of study can be used to support other approaches that are deemed appropriate by the teachers and administrators using the course of study.

OBJECTIVES

The objectives in the program are summary statements relating to specific curriculum content. They are presented in three degrees of detail: (1) briefly summarized on the scope and sequence charts, (2) expressed completely in the objective statements, (3) amplified and explained in the objective extension statements (the a, b, c, d, e, f listings that follow each objective). This manner of presentation provides several implementation options.

Implementation of the objectives should take place in a manner that supports rather than supplants existing, productive, instructional practices and excellent programs and provides direction and resources to use to improve unproductive practices and to strengthen weak programs. Additional information relating to implementation of the Language Arts Course of Study is provided in the implementation section of this overview.

STRANDS

The program strands are divisions of curriculum content used to group together objectives that deal with specific language arts areas.

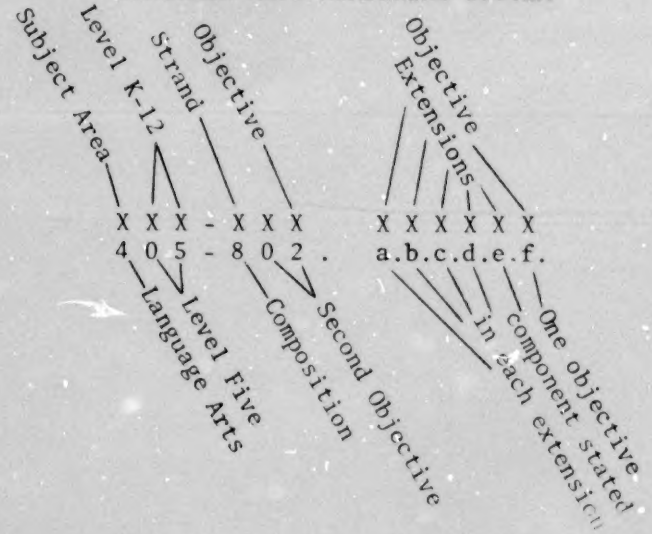
NUMBERING SYSTEM

Each objective is identified by a number, which indicates the subject area, the level, the content area, and the order of the objective in that content area at that level as shown on Table II.

MATERIALS CODING

Objective numbers are used to identify instructional support materials developed for use with each objective. These materials, resource files and others, include evaluation instruments, record keeping materials and teaching strategies as well as commercial materials which can be coded to the objectives.

TABLE II
LANGUAGE ARTS NUMBERING SYSTEM



PROGRAM SCOPE AND SEQUENCE

The language arts objectives are categorized and arranged sequentially in six interrelated strands to form a kindergarten through twelfth grade scope and sequence for language arts. Strands five through ten are included in this course of study. Strands one through four constitute those areas traditionally considered more related to reading than to language arts and are contained in The Course of Study for Reading in Utah curriculum document. The fifth strand, Study Skills, and the sixth strand, Affective Language, contain objectives dealing with skills, concepts, attitudes and values that are critical to success in reading, language arts, other curriculum areas and in coping with the complexities of adult life. The last four strands Literature, Written Composition, Speaking and Listening and Grammar and Usage contain objectives that are commonly considered English Language Arts.

CONTENT ORGANIZATION

READING *

*Strand I — Phonics - The study of the sounds of letters and words.

*Strand II — Structure - The study of the forms, shapes and parts of words.

*Strand III — Vocabulary - The study of the meanings of words and word parts.

*Strand IV — Comprehension - The study of the meanings and implications of the content of the printed page.

LANGUAGE ARTS

Strand V — Study Skills - The application of all the language arts skills and processes to achieve the purposes of learning.

Strand VI — Affective Language - An exploration of the value and enjoyment to be gained as a result of listening, reading, speaking and writing.

Strand VII — Literature - The study of writings in which expression and form in conjunction with ideas of permanent and universal interest are characteristic or essential features.

Strand VIII — Composition - The application of the knowledge, processes and skills of written communication.

Strand IX — Speaking and Listening - The application of the knowledge, processes and skills of oral communcation.

Strand X — Grammar and Usage - The study and application of the systems, conventions, and structures of the English Language.

SEQUENCE OF OBJECTIVES

Placement of the objectives at each level is approximate. Placement at or near the level indicated is recommended. The decision to place an objective at a given level was based on careful consideration of valid growth, development and learning theory. This information is summarized and the instructional implications of the theories are summarized on the Developmental Theories and Factors Charts for each level included in this document.

The objectives as they are sequenced in this course of study form a spiral curriculum. Concepts, skills and values taught and learned at lower levels are applied and reinforced in different contexts, with different emphasis and at greater depth in objectives at higher levels as students progress through the program. This approach provides a variety of workable options for assessing and meeting individual needs of students.

*Not included in this Language Arts course of study.

The objectives themselves are stated in general terms and do not prescribe materials or methods. They can be effectively used to support effective instructional approaches and sound curriculum models presently being used in schools. The course of study can serve as a resource to use in the development of a language arts program geared specifically to meet the needs and expectations of a specific school or district. The course of study can also be used without modification or adaptation as the objectives and the extensions of the objectives of a very soundly based K-12 language arts program.

SUPPORT MATERIALS

Basic Language Arts texts, supplementary materials, resource materials and teacher developed materials presently being used in the schools can be used effectively to support the language arts objectives presented in this course of study. Excellent commercial materials are also available from publishers. Some of these materials have been coded to the objectives. An example of coded material available from publishers is provided in the appendix. (See page 266)

CORRELATION WITH STATE MATURITY GOALS

Each language arts objective is correlated with the Utah State Maturity Goals and Related Curriculum Goals adopted by the State Course of Study Committee. The numbers enclosed in parentheses which appear directly below the number of each language arts objective indicate this relationship.

OBJECTIVE INFORMATION RESOURCES

Explanations of the concepts and skills stated in the a, b, c, d, e and f single component extensions of the objectives (the information following the i.e., and the e.g., notations) were recommended by teachers who reviewed and field tested the objectives. The information is included to clarify the meanings of terms as used in the objectives and to provide a convenient source of information and examples for busy teachers who have little time to search for definitions of unfamiliar terms and concepts.

KNOWLEDGE, RULES AND GENERALIZATIONS, VALUE AND PROCESS

The extensions of each objective are roughly designated as knowledge, (information or rules and generalizations) as processes or as values. In most cases objectives are classified by two or more of the designations and in some cases, by all of them. Extensions of objectives that require that the student recall information carry a knowledge classification. If the knowledge to be recalled includes rules or generalizations (such as the rules for writing the possessive forms of singular and plural nouns), that extension of an objective will carry both a rules and generalizations classification and a knowledge classification. Extensions of objectives that relate to the students' value-attitude processes carry a value classification and, in most cases, occur in the Affective Language Strand. Knowledge, rules and generalizations, and value classifications are indicated by an X placed in the appropriate column at the left of the extension of an objective statement.

All extensions of objectives carry at least one process classification and in most cases several process classifications. These classifications specify what the student should do to achieve the objective. Since there are numerous processes grouped into forty-three categories, the category titles are listed in the process column at the left of the objective extension statement.

A complete explanation of the classification system is provided in the appendix. (See page 246)

INTRA-STRAND SEQUENCE

In each of the Language Arts strands, the objectives which deal with topics in specific areas such as spelling, penmanship, or listening occur in the same order at each level. However, objectives dealing with any one area may not occur at every level. The numbers of objectives goals dealing with a specific topic are the same at every level. This intra-strand sequence is graphically illustrated on the grade-level scope and sequence charts included in this document.

The intra-strand sequence of the course of study makes it possible for the students in a class to study concepts and skills at their own levels using materials and instructional approaches appropriate for them as they work on objectives from several levels dealing with the same aspects of curriculum content but at varying degrees of difficulty, complexity or depth. Using this approach an entire class can be involved in a common learning experience and still be meeting the needs of individual students who are functioning at different levels and who may have different learning styles.

INTER-LEVEL COORDINATION

In addition to being sequenced vertically by levels in strands, the language arts curriculum content has also been coordinated horizontally across strands at each level. The concepts studied in one strand at a level reinforce the concepts that are presented in other strands at that same level. The objectives in the affective language strand and those in the literature strand deal with many of the same concepts but with a different emphasis and a different approach, and as a result, the objectives mutually reinforce each other.

Language usage objectives occur in the speaking and listening strand one level before they appear in the composition or grammar and usage strands. Therefore, achievement of language usage objectives and skills at auditory and oral levels precedes their application in objectives dealing with their achievement in grammar and usage or in written composition. Numerous research studies in the field of language development and language acquisition support this approach.

The internal structure of the course of study fosters the use of instructional approaches in which students can engage in activities involving them in all areas as they master the basic skills. The program is designed to support integrated study involving all aspects of the communicative process.

Instructional Focus

KINDERGARTEN

At the kindergarten level, the focus is placed on building readiness for writing. The development of gross and fine motor skills and the refinement of visual and auditory discrimination are emphasized. Since oral language is the primary learning mode, achievement objectives in the speaking and listening strand is emphasized as much as, or more than, achievement objectives in any of the other strands.

PRIMARY

In the primary grades, Language Arts Levels One and Two, learning to write is one of the major concerns. At these levels, achievement of objectives in composition, (especially the penmanship and spelling objectives) and speaking and listening strands becomes critical to students' success in school. Study of the objectives in the study skills, affective language, literature and grammar and usage strands should support but not supplant the study of the objectives in the first five critical strands.

LEVELS THREE THROUGH TEN

At levels three through ten, instructional emphasis is placed on the composition, speaking and listening, and study skills strands. The objectives in the grammar and usage strand provide support for the three major strands. Objectives in the support strands should be taught as needed when lack of knowledge or skill in those areas interferes with students' ability to understand what they hear, and to express ideas and information effectively in a spoken or written form. At these levels, the objectives in the literature and in the affective language strand are designed to extend, enhance and enrich students' educational experiences by involving them in creative, and aesthetic applications of the skills and concepts learned in other strands.

LEVELS ELEVEN AND TWELVE

There are no penmanship objectives in the composition strand at the twelfth level and no spelling objectives in the composition strand at the eleventh level or the twelfth level. Students who are deficient in these basic skills areas should be studying them using objectives at lower levels. At these levels in-depth study of literature and composition is given the major emphasis. Critical listening and reading involving advanced thinking skills in the literature and speaking and listening strands, analytical writing in the composition strand and persuasive speaking in the speaking and listening strand extend and reinforce the study of advanced composition and the in-depth study of literature. The objectives in the grammar and usage strand deal with English and American dialects and levels of usage and the development of the English language and correlate closely with the study of literature at these levels.

IMPLEMENTATION

The implementation procedures included in this section of the Overview of the Language Arts Curriculum Course of Study are recommendations and suggestions for teachers and administrators to use in adapting the course of study to the needs of their particular schools and districts.

For maximum flexibility, and effectiveness, it is recommended that implementation take place in three phases and include phase one; phase one or two; or all three phases as determined appropriate by the teachers and administrators involved.

Phase I — Becoming thoroughly familiar with the philosophy, purpose, structure, and organization of The Course of Study for Language Arts in Utah and determining how it is to be used to meet current needs.

Step 1. Read or review the Foreword, Acknowledgments, Overview of the Curriculum Framework, Objectives of Language Arts, Introduction, Philosophy, Language Arts Program Objectives and Overview of the Course of Study sections of this document.

Step 2. Examine The Course of Study for Language Arts in Utah Scope and Sequence Charts and the charts showing the Growth and Development Theoretical Foundation.

Step 3. Compare the scope and sequence of the Language Arts (or English) program being used with the scope and sequence provided in the course of study.

Step 4. Determine how the information provided on the scope and sequence charts can be used to support and to help improve the language arts (or English) program being used or, if a change of program is needed, how the information provided on the charts can be used to help design and support a new program.

Step 5. Decide whether or not information about the objectives is needed to meet personal, school, or district needs.

Step 6. Move to Phase II if more information is needed or desired, or move to Step 7.

Step 7. Use the information provided on the Language Arts Scope and Sequence Charts and the Growth and Development Theoretical Foundation Charts as planning and evaluation tools to make necessary or desired revisions, additions or deletions in the program presently being used or to design a new program.

Phase II — Selecting objectives and/or strands that are of special interest or that meet specific needs and determining their usefulness in terms of present and anticipated needs.

Step 1. Read the statements of the objectives to identify the specific concepts, skills and attitudes they include.

Step 2. Select a strand that includes topics of special interest or that can be used to meet specific needs and select for instructional purposes one or more of the objectives in that strand.

Step 3. Examine the objectives presented at other levels that deal with or are related to the same topics as the objectives chosen in Step 2, determine concepts that students should know as well as skills in which they should be proficient and use this information in diagnosing student needs, in planning review activities, and in developing activities to reinforce and apply existing knowledge and skills while teaching new ones.

Step 4. Examine objectives in other strands at the same level and at other levels to identify those that deal with topics that are closely related to the topics of the objectives chosen for instruction.

Step 5. Select one objective as a focal point and other objectives that are related to or that can serve to support the focal objectives as identified in Step 4 and use these objectives to develop an organized, short-term plan for language arts instruction that integrates and coordinates objectives that deal with several language arts areas.

Step 6. Examine the plan developed in Step 5 and determine what needs to be done to implement the plan.

Step 7. Decide whether or not more information about the objectives is needed to meet personal, school or district needs.

Step 8. Move to Phase III if more information about the objectives is needed, or move to Step 9.

Step 9. Make the arrangements necessary to implement the plan developed in Step 7 and proceed with implementation.

Step 10. Complete implementation, evaluate the instructional experience, make appropriate revisions and repeat Phases I and II to continue implementation of the course of study.

Phase III — Becoming thoroughly familiar with the extensions of the objectives and the knowledge, rules and generalizations, values and processes that explain what students should know, what students should do, and attitudes students should develop to accomplish the objectives selected for instruction.

Step 1. Read the extensions of the objectives and the knowledge, value and process classifications they carry.

Step 2. Read the explanations of the knowledge, value and process classifications provided in the appendix.

Step 3. Examine the sample of resource file materials provided in the appendix, taking special note of the methods and materials used to help students acquire and review knowledge, develop or modify attitudes and values, and methods and materials used to involve students in various learning processes.

Step 4. Review the plan for language arts instruction developed in Step 5 of Phase II.

Step 5. Check in the plan the provisions made to help students acquire and review knowledge, to develop or modify attitudes and values and to develop process skills and compare them with the extensions of the objectives and the knowledge, process and value classifications they carry to determine whether or not the provisions can be effectively used to teach the concepts and skills specified in the objectives and their extensions.

Step 6. Revise existing materials and methods as needed and appropriate, examining resource file materials to identify additional materials and methods that could be used to implement the plan developed in Step 5 of Phase II.

Step 7. Make the arrangements necessary to implement the plan developed in Step 5 of Phase II as revised in Step 6 of Phase III and proceed with implementation.

Step 8. Complete implementation, evaluate the instructional experience, make appropriate revisions.

Step 9. Develop a personal or school resource file of materials and activities coded to the objectives in the course of study to use when teaching the same objectives in the future, placing the materials and activities used and revised in the instructional experience stipulated in Step 8 in the resource file and adding additional materials and activities as they are identified, acquired and used in classroom instruction.

Step 10. Continue implementation of appropriate levels, strands and objectives from the course of study by repeating Phase I, II and III.

OVERVIEW OF RESOURCE FILE

The separate resource file cards printed and coded for each instructional objective will be available for each teacher, to accompany the course of study. The file will contain sample activities for many of the objectives so that teachers may use these in classroom instruction and build an actual file for Language Arts instruction. Teachers are encouraged to use the activities provided and to add others of their own. A sample activity is included in the appendix.

A COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH: SCOPE AND SEQUENCE CHART

Level 00 - E N T R Y

E N G L I S H

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills ross motor skills: kipping, hopping, atching balls, walking a balance beam. ine motor skills: anipulating crayons, encils, paints, and cissors.	601 Affective Speaking Show pleasures when telling experiences and dramatizing events.	701 Narrative Fiction & Non-Fiction Who or what stories are about, what happened, where it happened, and when it happened in stories.	801 Composing & Evaluating Participate in the dictation of individual and group compositions for others to record.	901 Mechanics of Speaking Say basic speech sounds audibly and clearly.	001 Sentences Groups of words that are sentences and groups of words that are not sentences.
502 ocational Skills ndle books appro-iately. Get mater-ls from classroom braries, school braries, and school edia centers.	602 Affective Listening Show interest and pleasure when listening to stories, poems, plays, and the experiences of others.	702 Poetry What nursery rhymes tell about and personal reactions to nursery rhymes and short poems.	802 Grammar, Usage & Style Dictate to another person complete, correct sentences that tell personal feelings, ideas, experiences, opinions, observations, and reactions.	902 Grammar and Usage Use correctly she, her, hers, he, him, his, I, me, my, mine, it, and its to refer to males, female, places, and objects and is, are, am, was, and were to agree with their subjects when speaking.	002 Sentence Parts
503 Learning Skills	603 Affective Writing Show pleasure while participating in group and individual composing experiences (dictating for others to copy).	703 Drama	803 Penmanship & Format Use writing tools to form legible manuscript capital and lower case letters and first names.	903 Listening Pay attention to speakers. Repeat phrases and sentences and follow one-step directions after hearing them.	003 Parts of Speech
504 Graphic Skills	604 Affective Reading	704 Literary Devices	804 Spelling	904 Practical Speaking Tell ideas, information, opinions, descriptions, feelings, and answers to questions; recite personal information and sing songs from memory.	004 Usage
	605 Media Involvement	705 Essays	805 Capitalization & Punctuation		005 Development of Language

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills	601 Affective Speaking Show pleasure when telling personal experiences and retelling stories to others.	701 Narrative Fiction & Non-Fiction Fantasy in fairy tales stories, and poems. Make-believe characters, events, and situations.	801 Composing & Evaluating Write ideas and information in complete sentences with the words in logical sentence order clearly stating intended meanings.	901 Mechanics of Speaking Speak loudly and clearly, produce sounds correctly, sound-blend letter sounds in words, pronounce words correctly.	001 Sentences Ideas expressed. Word order patterns. Capitalized beginnings. Punctuated endings. Examples of complete written and spoken sentences.
502 Locational Skills lphabetical order of imple lists. Logical ask and activity equences. Organizaion of materials in ooks from Table of ontents.	602 Affective Listening Show pleasure when listening to others tell experiences, retell stories, and read stories aloud.	702 Poetry Personal reactions to poems, rhyme, rhythm, and fantasy in poetry.	802 Grammar, Usage, & Style Write sentences in which personal pronouns used to refer to males and females and the forms of the verb *be* are used correctly.	902 Grammar & Usage Demonstrate accepted usage of *do*, *go*, *run*, *see*, *have*, and *ride* when speaking.	002 Sentence Parts Main parts. Subject--who or what sentences tell about. Predicate--what happens in sentences; groups of words that are not sentences.
503 Learning Skills elationships between ritten and spoken anguage.	603 Affective Writing Show pleasure when writing original stories, personal experiences, and personal thoughts and feelings about stories and poems.	703 Drama	803 Penmanship & Format Produce properly formed manuscript letters when writing. Proofread to correct errors.	903 Listening Pay attention to speakers. Listen without interrupting. Repeat what was heard. Follow two-step directions.	003 Parts of Speech Words that name; the changes in form to name more than one; names that should and names that should not be capitalized.
504 Graphic Skills	604 Affective Reading Show pleasure when selecting stories to read to others, when using reading as a source of entertainment and as leisure activity.	704 Literary Devices	804 Spelling Write properly spelled first-level words. Proofread to correct errors.	904 Practical Speaking Read first-level selections aloud fluently. Ask questions. Explain processes and activities. Stick to topics. Recite appropriate short selections and spellings of words.	004 Usage Correct use of *he*, *him*, *his*, *she*, *her*, *hers*, *it*, *its*, *I*, *me*, *my*, and *mine* to refer to males and females, objects, and self.
	605 Media Involvement Show pleasure when sharing stories and poems through paintings and other art forms.	705 Essays	805 Capitalization & Punctuation Capitalize sentences, peoples' names, and the pronoun *I*. Punctuate sentence endings correctly.		005 Development of Language

Level 02 - S E C O N D G R A D E — E N G L I S H

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills	601 Affective Speaking Show pleasure when sharing poems, experiences, feelings, reactions, and opinions in conversations, discussions, and dramatizations.	701 Narrative Fiction & Non-Fiction Where and when stories take place, main characters and what they do. Happy, sad, funny, and mysterious characters, events, and situations.	801 Composing & Evaluating Write clear, complete sentences with words arranged in logical order that ask questions and give descriptions of objects, feelings, and people. Evaluate and revise.	901 Mechanics of Speaking Correctly produce s, z, wh, r, and th, sounds, pronounce all sound letters in words, sound-blend letter sounds to pronounce words, and avoid distracting gestures, actions, and expressions.	001 Sentences Recognize sentences that ask questions, sentences that make statements, and sentences that express strong feelings.
502 ocational Skills phabetical order of rds to the third tter and general dia center organition to locate terials. Media nter check-in and eck-out procedures.	602 Affective Listening Show pleasure when listening to presentations, dramatizations, conversations, and discussions.	702 Poetry Words and phrases that create sensory impressions, descriptions of people, the ways they feel, the way situations make them feel, and descriptions of objects, places, actions, events, and situations.	802 Grammar, Usage, & Style Write sentences in which the forms of see, have, ride, and be are used correctly. Proofread and correct.	902 Grammar & Usage Observe correct usage of get, give, and eat to express time and correct usage of I and me after names when speaking.	002 Sentence Parts Recognize subjects and predicates in sentences, and whether or not groups of words contain subjects and predicates and are sentences.
503 Learning Skills anings of written rections. Follow- g written direcons.	603 Affective Writing Show pleasure when writing descriptions and personal thoughts about story book characters for others to read.	703 Drama	803 Penmanship & Format Write legible, properly formed, spaced, and aligned letters and words. Proofread and correct.	903 Listening Pay attention without responding until speakers finish. Restate main ideas. Follow three-step directions. Answer questions.	003 Parts of Speech
504 Graphic Skills cation of familiar jects, places, and ildings and shortest utes from one place another on classom and neighborhood ps.	604 Affective Reading	704 Literary Devices	804 Spelling	904 Practical Speaking	004 Usage
	605 Media Involvement	705 Essays	805 Capitalization & Punctuation		005 Development of Language

Level 03 - THIRD GRADE ENGLISH

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 eadiness Skills	601 Affective Speaking Value telling stories and fantasies, reading aloud, and expressing personal reactions to literature.	701 Narrative Fiction & Non-Fiction Reality and fantasy in literature.	801 Composing & Evaluating Write friendly letters, short reports, summaries of paragraphs, and descriptions of events and people. Evaluate and revise to improve.	901 Mechanics of Speaking Speak clearly with good control of enunciation, pronunciation, rate, pause, posture, and audience contact.	001 Sentences Command and polite request sentences, the ideas expressed, their special forms, their initial capitalization, and their correct end punctuation.
502 cational Skills s of alphabetical angements, guide ds and diacritical s to determine tionary organiza- ns.	602 Affective Listening Enjoy listening for imaginative uses of language, the sounds of language, and the ideas expressed in oral presentations.	702 Poetry Limerick, haiku, cinquain, and diamentes forms of poetry.	802 Grammar, Usage, & Style Write command and polite request sentences that have understood subjects and sentences in which get, give, eat, I, me, and vivid verbs and specific nouns are used. Evaluate and revise to improve.	902 Grammar & Usage Demonstrate accepted oral usage of bring, draw, grow, begin, and forms of common contractions when speaking.	002 Sentence Parts Simple subjects and simple predicates of sentences.
503 earning Skills anized study plans, rect interpreta- ns of directions completing assign- ts, and ways to e tests as effec- e study strategies.	603 Affective Writing Enjoy using rhyme, rhythm, and alliteration to manipulate and experiment with language to write fantasies, limericks, haikus, cinquains, and diamentes.	703 Drama Stories presented in plays, where and when plays take place, what main characters do, and plays as stories to be acted out.	803 Penmanship & Format Produce legible manuscript and cursive letters and words when writing. Proofread and correct errors.	903 Listening Listen to determine names, relationships, directions, and appropriate responses.	003 Parts of Speech Nouns and verbs in sentences, how nouns show ownership, and how verbs show the time sentences tell about.
504 Graphic Skills ormation provided ap keys to iden- what is shown on s to follow simple ections using maps.	604 Affective Reading Value reading as a means of interpreting experiences and communicating with others.	704 Literary Devices	804 Spelling Write properly spelled third-level words, compound words, contractions, abbreviations, and words that contain single vowels, vowel teams, diphthongs, silent letters, and endings that begin with vowels. Proofread to correct errors.	904 Practical Speaking Read aloud, express and support opinions, accept and respond to opinions of others, evaluate ideas in group discussions, and recite appropriate parts of selections, choral readings, and correct spellings of words.	004 Usage Correct use of get, give, eat, I, and me, in sentences.
	605 Media Involvement Value interpreting experiences as a result of eng[illegible] in fantasy th[illegible] dramatizations of fa[illegible] tales and science fiction stories portraying characters in humorous and ridiculous situations.	705 Essays	805 Capitalization & Punctuation Write properly capitalized and punctuated names, titles, dates, friendly letters, and words in series. Proofread to correct errors.		005 Development of Language

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Level 05 - F I F T H G R A D E

E N G L I S H

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills	601 Affective Speaking Value opportunities to express ideas generated while reading, and personal interpretations of literature and to dramatize tall tales and stories.	701 Narrative Fiction & Non-Fiction Historical stories and tall tales, their origins, the extraordinary qualities of characters, impossible events, and elements of historical fact and fiction in them.	801 Composing & Evaluating Write coherent, short, well-titled paragraphs containing sentences that state the topic, develop the topic, and summarize the ideas expressed. Evaluate and revise to improve.	901 Mechanics of Speaking Speak interestingly with clear meaning, varying pitch, pausing appropriately, pronouncing words clearly and correctly, and adjusting volume appropriately.	001 Sentences Run-on sentences and how to change them to form correct, complete sentences.
502 ocational Skills rposes of parts of oks, information assified by categories, items classified in different ys and chronological der of historical ents to locate ecific reading terials.	602 Affective Listening Value opportunities to listen to others share ideas generated while reading, personal interpretations of literature and dramatizations of tall tales and stories.	702 Poetry Poems that deal with historical characters, situations and events, and poems that express patriotic messages, what they express and their historical background.	802 Grammar, Usage, & Style Write complete sentences in which irregular verbs, adjectives (demonstrative articles and comparative forms), comparative forms of adverbs, and personal pronouns are used correctly. Evaluate and revise to improve.	902 Grammar & Usage Demonstrate accepted oral usage of sit, set, rise, raise, lie, lay, swim, drink, speak, choose, here is, here are, there is, there are, good, better, best, bad, worse, worst, more, most, and comparative forms of multisyllablic adjectives.	002 Sentence Parts Prepositions, objects of prepositions, and prepositional phrases in sentences including the way they are used and the words they modify.
503 Learning Skills rategies to use for ading to determine in ideas and to cate specific facts d details.	603 Affective Writing Value opportunities to write tall tales, absurdities based on historical incidents, and fictitious versions of historical events in stories, plays, and poems.	703 Drama Historical plays, the periods in history they represent or tell about, and the historical incidents they present.	803 Penmanship & Format Write legible letters, words, sentences with cursive and manuscript letters written correctly avoiding mixing the two forms. Indent paragraphs. Proofread to correct.	903 Listening Control personal listening experiences, dealing with conditions that interfere, listening for specific information, characteristics of sounds, screening out sounds to concentrate on, and determining speakers' purposes.	003 Parts of Speech Adverbs in sentences, their functions, position in sentences, ly endings; comparative forms of adjectives and adverbs used correctly.
504 Graphic Skills p, chart, and graph terpretation to mpare information, locate places and understand data mmarized on charts d graphs and information presented on ps.	604 Affective Reading Value opportunities to become totally involved in reading for the entertainment, vicarious, and sensory experiences reading provides.	704 Literary Devices Exaggeration and absurdity used to produce humor in historical poems, plays, and stories.	804 Spelling Write properly spelled fifth-level, non-phonetic and troublesome words, ordinal and cardinal numbers, three-syllable words, common homonyms, plural nouns and common derived words. Proofread to correct.	904 Practical Speaking Speak skillfully and effectively when using telephones and microphones, expressing ideas and opinions in discussions and meetings, reading aloud, and when reciting spellings of words and fifth-level selections.	004 Usage Personal pronoun forms, a, an, the, this, that, these, those; and forms of sing, ring, blow, fly, tear, wear, break, hide, may, can, good, well, teach, and learn used correctly in sentences.
	605 Media Involvement Value opportunities to use costumes, props, and boxed cartoon strips as audio-visual devices to convey specific moods and impressions.	705 Essays	805 Capitalization & Punctuation Write properly capitalized names of rivers, continents, political affiliations, historical periods and events, names and pronouns referring to the diety, and properly punctuated hyphenated words. Proofread to correct.		005 Development of Language

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A COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH: SCOPE AND SEQUENCE CHART

Level 04 - F O U R T H G R A D E — E N G L I S H

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills	601 Affective Speaking Value participation in productive thinking activities, dramatizing, thoughts and feelings of self and others, and using facial expressions to communicate emotions and messages.	701 Narrative Fiction & Non-Fiction Fables as short stories about wise and foolish characters, the problems they face, the ways they are solved, and the lessons they are supposed to teach.	801 Composing & Evaluating Write complete sentences when composing answers to questions, descriptions, comparisons, and social notes of invitation and appreciation.	901 Mechanics of Speaking Speak clearly with appropriate expression, varying volume and rate, stressing syllables correctly and using facial expressions and gestures effectively.	001 Sentences Sentence fragments and and how to change them to form complete, correct sentences.
502 locational Skills rts of books and eir purposes, information classified by tegories, and information classified in re than one way.	602 Affective Listening Value opportunities to listen to creative ideas in conversations, discussions, and presentations.	702 Poetry Stories related in narrative poems and the way they are expressed compared with the way stories are related in prose form.	802 Grammar, Usage, & Style Write sentences in which the forms of bring, draw, grow, and begin, common contractions, and personal pronouns are used correctly and in which words have been arranged in orders that express the meaning intended. Evaluate and revise to improve.	902 Grammar & Usage Demonstrate accepted oral usage of sing, ring, blow, fly, tear, wear, break, hide, think, may, can, teach, learn, this, that, these, those, a, an, the, and comparative forms of single syllable adjectives.	002 Sentence Parts Simple subjects and simple predicates of sentences, nouns, and pronouns used as subjects and verbs, and verb phrases that are simple predicates.
503 Learning Skills rategies to use for ading passages ickly to determine bject matter, to cate particular rds and sentences, d to review terial.	603 Affective Writing Value personal ability to compose original fables, narrative poems, and lyric poems using metaphores and similies to communicate ideas.	703 Drama Stories related in plays and the way they are expressed compared with the way stories are related in prose.	803 Penmanship & Format Write legible, uniformly slanted, evenly spaced letters in words and sentences with all letters resting on the same base line. Proofread and correct errors.	903 Listening Listen effectively, identifying sounds, their sources, and variations in sounds, discriminations between pronunciations of similar sounding words and between main ideas and details, recalling details to support the main idea.	003 Parts of Speech Adjectives, their functions and positions, verbs, and verb phrases, their function as the simple predicate, how verbs show time, main verbs, and helping verbs.
504 Graphic Skills ot, line and area mbols on maps, correct interpretation map scales to entify distances om map locations d the information esented on bar, rcle, and line aphs.	604 Affective Reading Value development of communicative talents by extensive reading, expressing positive attitudes about favorite selections, and demonstrating pleasure when reading selections of personal interest.	704 Literary Devices Similes and metaphores used to describe sensory impressions in stories and poems.	804 Spelling Write properly spelled words with irregular spellings; two-syllable, compound and r controlled vowel words; names and abbreviations of days, months, and geographical terms. Proofread and correct errors.	904 Practical Speaking Communicate orally in an effective manner, reading fourth-level selections aloud, contributing ideas in group discussions, giving directions, making explanations, reciting selections, and spelling of words.	004 Usage Correct use of bring, draw, grow, begin, and personal pronouns to express time of action and to agree with subjects and antecedents.
	605 Media Involvement Value opportunities to use puppets and a variety of other media to dramatize stories and to portray characters.	705 Essays	805 Capitalization & Punctuation Write properly capitalized names of races and nationalities, vehicles, buildings, geographical areas, publications, and companies and properly punctuated abbreviations and possessive nouns. Proofread and correct errors.		005 Development of Language

A COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH: SCOPE AND SEQUENCE CHART

Level 06 - S I X T H G R A D E — E N G L I S H

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills	601 Affective Speaking Show value of abilities to use vocal expression similes, and metaphors to communicate specific meanings.	701 Narrative Fiction & Non-Fiction Myths and the gods, goddesses, and explanations of natural phenomenon they tell about. Legends, their historical basis and real and make-believe heroes. Fact and fiction and areas of origin and myths and legends.	801 Composing & Evaluating Writing short, narrative compositions containing conversations and short, well-developed paragraphs that describe, inform, explain, and express opinions. Evaluate and revise to improve.	901 Mechanics of Speaking Communicate specific meanings and messages through gestures, facial expressions, and tone of voice.	001 Sentences Quotations within sentences and as separate sentences quoting the exact words of speakers, their forms, and correct capitalization and punctuation.
502 Locational Skills nformation contained n encyclopedias, dictionaries and atlasses, nd variations in information about the ame topics from one ource to another.	602 Affective Listening Show value of abilities to interpret vocal expression and sound effects used to communicate meanings in oral presentations.	702 Poetry Imagery in poetry, including words, phrases, and sentences which express sensory impressions, feelings, and emotions.	802 Grammar, Usage, & Style Write sentences and questions avoiding unnecessary words and repetitions, using pronouns correctly, varying positions of adjectives and adverbs, using question words and introductory yes and no correctly. Evaluate and revise to improve.	902 Grammar & Usage Demonstrate accepted oral usage of we and us before nouns; compound personal pronouns, verbs, and pronouns to agree with indefinite pronouns and collective nouns; adjective and adverb forms of descriptive words and single negative words.	002 Sentence Parts Simple and complete subjects and predicates. predicate nominatives, predicate adjectives, and adverbs, direct and indirect objects, objects of prepositions and prepositional phrases, modifiers, and structure words in sentences.
503 Learning Skills trategies to use to ead for general information for particular information and or the location of pecific passages.	603 Affective Writing Show value of abilities to compose logical conclusions for reading selections and to use figurative language and analogies when composing original poems, legends, and myths.	703 Drama Myths and legends presented in play form, and the mythological and legendary characters that are presented by dialogue and action.	803 Penmanship & Format Compose neat, legible, properly identified papers with paragraphs correctly indented, letters properly formed and correctly used to indicate capitalization. Proofread to correct.	903 Listening Direct, personal listening experiences through identification of purposes for listening and adaptation to fit purposes, identifying organization of materials and main ideas and details, structuring listening to assure recall.	003 Parts of Speech Nouns, pronouns, verbs, adjectives, adverbs, propositions, conjunctions, and interjections in sentences; changes in the forms of nouns, pronouns, and verbs to express specific meaning and according to their uses.
504 Graphic Skills ta provided by maps d globes from map ales and grids, information provided by fferent kinds of ps, specific locaons from meridians d latitude and ngitude.	604 Affective Reading Show value of abilities to apply reading comprehension skills to interpret analogical relationships, myths, legends, and other reading selections to explore, clarify and affirm personal values.	704 Literary Devices Purposes and characteristics of narrative, descriptive, informative, and persuasive writing in literature.	804 Spelling Write properly spelled six-level words with unexpected spellings, four-syllable words, compound words, complex contractions, plural and possessive nouns, words that contain diphthongs, and words that end in y sounding like long e. Proofread to correct.	904 Practical Speaking Use speaking skills to meet personal and situational needs, reading aloud, asking and answering questions, contributing in conversations making announcements and reciting appropriate passages and selections and correct spellings of words.	004 Usage Sit, set, rise, raise, lie, lay, swim, drink, speak, choose, here is, here are, there is, there are, good, better, best, more, most, less, least, bad, worse, worst, and comparative forms of adjectives and adverbs used correctly in sentences.
	605 Media Involvement Show value of personal abilities to use sound effects skillfully to create auditory images when making presentations.	705 Essays	805 Capitalization & Punctuation Write properly capitalized names of languages, proper adjectives, titles, and the first words in quotations; and properly punctuated quotations. Proofread to correct.		005 Development of Language

A COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH: SCOPE AND SEQUENCE CHART

Level 07 - S E V E N T H G R A D E — E N G L I S H

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills	601 Affective Speaking Value abilities to express personal interpretations of literature when reading aloud and in presentations of paraphrased stories and memorized selections.	701 Narrative Fiction & Non-Fiction Short story elements: characters, settings, plots, and conflicts.	801 Composing & Evaluating Write five-or-more sentence paragrahs, narrative paragraphs; anecdotes; paraphrases of short stories; and social letters of concern, condolence, and congratulation; evaluating and revising to improve.	901 Mechanics of Speaking Speak effectively to large and small audiences exhibiting confidence and control, projecting voice, adjusting speaking rate, pronouncing and enunciating clearly, and maintaining eye-to-eye contact.	001 Sentences Basic, simple sentence (kernal sentences) and longer, simple sentences formed by combining ideas from short, basic, simple sentences.
502 Locational Skills Patterns used to organize information in textbooks and reference books (bold face typed words and phrases block typed or underlined headings and summaries, parts of books, and the organizational systems of media centers.	602 Affective Listening Value abilities to listen to creative interpretations as presentors read aloud, present paraphrased stories, and recite memorized selections.	702 Poetry Elements of poetry, purposes and effects of rhyme and rhythm, and the functions of stanza (verse) structure in traditional poetry.	802 Grammar, Usage, & Style Combine ideas from short, choppy sentences in simple sentences with compound parts in which verbs and pronouns are used correctly to agree with compound subjects; and negative statements are correctly phrased. Evaluate and revise to improve.	902 Grammar & Usage Demonstrate accepted oral usage, using only the words necessary to express meanings clearly and accurately, avoiding incorrect and awkward word choices and sentence structures, using prepositions, conjunctions, articles and demonstrative adjectives.	002 Sentence Parts Compound parts of simple sentences and the coordinate and correlative conjunctions used to join them, sentence parts and their order in sentences, and the various positions of adjectives and adverbs in sentences.
503 Learning Skills Reading strategies to use to read for key words, to locate information, to determine exact directions to follow, and to locate subheadings to use to organize ideas for outlines.	603 Affective Writing Value abilities to write stories and impressions in prose and poetic forms using figurative language and other literary devices to create moods and impressions.	703 Drama Communication of thoughts and feelings of characters and information about them presented in play form compared with the ways they are communicated in stories.	803 Penmanship & Format Write neat, legible papers in ink following accepted formats when composing papers, compositions, friendly letters, and social notes. Proofread to correct errors.	903 Listening Listen critically to presentations, evaluating appropriateness, interest, value, effectiveness, rhythm, imagery, musical backgrounds, the material presented, and personal attitudes toward that material.	003 Parts of Speech Principal parts of verbs, present plain forms; present s forms past forms, past participle forms, and past participle forms of regular verbs.
504 Graphic Skills Specific locations, distances between locations, and kinds of information provided on maps and globes, and differences in quantities from charts and tables.	604 Affective Reading Value opportunities to determine forms and purposes of figurative language, alliteration, and onomatopoeia when interpreting literary passages while using reading as a source of pleasure and entertainment.	704 Literary Devices Uses of alliteration and onomatopoeia and the effects produced by the use of these literary devices in stories, plays, and poems.	804 Spelling Write properly spelled seventh-level functional, practical and frequently used words from basic lists and words that change their spellings when suffixes are added. Proofread to correct errors.	904 Practical Speaking Use speaking skills effectively in special situations to read aloud, to make group presentations, in conversations, as a leader or participant in discussions, to tell retold stories, and to recite spellings of words and literary selections.	004 Usage Collective nouns, indefinite pronouns, those that are singular and those that are plural and the correct verb and pronoun forms to use to agree with them.
	605 Media Involvement Value opportunities to use recordings of sound effects and music and various lighting arrangements to convey specific moods and impressions.	705 Essays	805 Capitalization & Punctuation Write properly capitalized poems, names of historical documents and abbreviations of professional titles, and names of institutions and organizations; and properly underlined titles and names. Proofread to correct errors.		005 Development of Language

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A COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH: SCOPE AND SEQUENCE CHART

Level 08 - E I G H T H G R A D E

E N G L I S H

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills	601 Affective Speaking Value abilities to use television and radio advertisement approaches to persuade, newscast methods to inform and show formats to narrate real and fictitious stories.	701 Narrative Fiction & Non-Fiction Biographies and autobiographies, relationships of authors to the main characters, actual experiences of real people they tell about, and personal biases of authors towards their subjects.	801 Composing & Evaluating Write reports, business letters, newspaper and magazine articles, two-level outlines, and compound sentences. Evaluate and revise to improve.	901 Mechanics of Speaking	001 Sentences Compound and complex sentences, the clause they contain, the co junctions used to jo the clauses, the coo dinate and subordina ideas expressed, and the relationships of the clauses to each other.
502 Locational Skills Location of information in dictonary entries, indexes, and glossaries using guide words and key words, and information in magazines and newspapers using tables of contents and organizational guides.	602 Affective Listening Have high regard for abilities to identify soft news, hard news, spot coverage, happy talk, and mini-cam reporting to evaluate radio and television news programming.	702 Poetry Lyric poetry, the purposes and subjects and the treatments of the subjects, the impressions, sensations, reactions, moods, and emotions expressed and special uses of language in lyric poetry.	802 Grammar, Usage, & Style Write unified sentences and paragraphs using correct verb, pronoun, adjective, and adverb forms to express intended meanings; and prepositons and conjunctions that show intended relationships clearly. Evaluate and revise to improve.	902 Grammar & Usage Demonstrate accepted oral usage of verbs, pronouns, modifiers, and structure words; using forms that are grammatically correct for their uses in sentences and for the effective expression of exact meaning intended.	002 Sentence Parts Simple and compound sentence parts in the clauses that form co pound and complex se tences, the subjects and the predicates o the clauses and the simple and compound sentence parts in th
503 Learning Skills Reading notes and outlines representing and organizing information contained in reading material and reports organized from notes and outlines as information gathering devices.	603 Affective Writing Value abilities to reword sentences and paragraphs to make them more interesting and effective and abilities to express personal impressions of people in character sketches.	703 Drama Biographical drama, the real people portrayed and the actual events related.	803 Penmanship & Format Write legible papers in ink using properly formed capital and lower case letters, maintaining margins, and identifying papers properly, observing accepted formats for articles, business letters, and outlines. Proofread to correct.	903 Listening Listen critically to speeches for specific information, effectiveness of organization, devices of emotional appeal, validity of assertions; examples of faulty reasoning and the strengths and weaknesses in the presentation.	003 Parts of Speech Parts of speech of words according to their uses in sentences, endings that indicate parts of speech, kinds and fo of pronouns, and ver part-form-tense rela tionships and struc tures in sentences.
504 Graphic Skills Maps, globes, charts, and graphs as sources of information to predict trends and outcomes, to determine points on maps and to determine world time variations.	604 Affective Reading Value reading as a means of understanding personal world, developing word fluency and developing abilities to recognize, interpret, and apply creative uses of words gained through wide reading.	704 Literary Devices Functions of similies, metaphors, hyperboles, and personification in literary selections.	804 Spelling Write properly spelled seventh-level words frequently used in practical situations, words that end in noun suffixes, and words that end in ible, able, ous, eous, le, al, ant, ent, ial, ed, ate, and ize. Proofread to correct.	904 Practical Speaking Use speaking skills to deliver prepared, oral presentations, reading aloud, presenting projects, delivering speeches, using audio-visual equipment to present to large groups, interviews, and reciting selections and spellings.	004 Usage Participles and infinitives in sentence present participles t express action in pr gress, and non-verb uses of present and past participles and infinitive parts of verbs as verbals in sentences.
	605 Media Involvement Value abilities to determine the strengths and weaknesses of information programming, comparing printed and audio-visual accounts of stories in terms of the techniques used and the moral implications of news media coverage.	705 Essays	805 Capitalization & Punctuation Write properly capitalized titles of relationships, positions, courses, outlines, and resolutions; properly punctuated lists, resolutions, formal statements, outlines, and salutations in business letters. Proofread to correct.		005 Development of Langua

A COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH: SCOPE AND SEQUENCE CHART

Level 09 - N I N T H G R A D E E N G L I S H

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills	601 Affective Speaking Value opportunities to express ideas and opinions and to present interpretations of characters and incidents in extemporaneous speeches, discussions, question and answer sessions and dramatizations.	701 Narrative Fiction & Non-Fiction Plot structures, character development and themes of short stories to determine literary elements of short stories and novels.	801 Composing & Evaluating Write, in compositions and to answer essay questions, paragraphs that meet the purposes of the task, are effectively focused, developed in appropriate sequences, and concluded with sentences that maintain the focus. Evaluate and revise to improve.	901 Mechanics of Speaking	001 Sentences Forms of simple, compound and complex sentences that are correct, clauses and un in compound and comp sentences and differences between correc complete sentences a sentence fragments a run-on sentences.
502 Locational Skills Organizational systems for classifying material to locate reference books and other resources in media centers and research skills to use to locate information.	602 Affective Listening Value opportunities to listen to and evaluate ideas presented in interviews, speeches, and discussions and in interpretations of characters and incidents presented in dramatizations.	702 Poetry Technical devices relating to rhythm, rhyme, and stanza structures used by poets and reasons for their use in poetry.	802 Grammar, Usage, & Style Write simple compound and complex sentences, combining ideas from short, choppy sentences to sentences in which the ideas are rephrased effectively in other grammatically correct structures. Evaluate and revise to improve.	902 Grammar & Usage Adapt levels of oral usage appropriately when speaking with close friends and associates in school, vocational, business, and community situations; when participating in meetings and discussions; and when making speeches and presententations.	002 Sentence Parts Verbals, verbal phrases, preposition phrases, and depende clauses functioning subjects, predicate nominatives, direct objects, indirect objects, objects of prositions, appositive and modifiers in sentences.
503 Learning Skills Correct interpretations of directions, explanations, and diagrams; productive study practices to use for specific purposes and effective strategies to use to take various kinds of tests.	603 Affective Writing Value personal abilities to write short stories, poems and plays; to communicate ideas and opinions in well-written compositions; and to evaluate, revise, rewrite, and submit for publication original written compositions.	703 Drama Elements of drama; setting, plot structure; purposes and conventions of drama, such as soliloquies, asides, and scene changes used to help develop plot and establish settings.	803 Penmanship & Format Prepare neat, legible handwritten copies of written work that conform to generally accepted format standards. Proofread and correct errors.	903 Listening Listen to acquire usable, accurate information from messages, instructions, speeches and presentations, record information from messages completely and accurately and take notes which contain the main ideas and details presented by speakers.	003 Parts of Speech Verbals, verbal phrases, preposition phrases, and depende clauses used as adjectives, adverbs, and nouns in sentences.
504 Graphic Skills Differences in seasons and daylight hours in different latitudes, and geographical factors that lead to industrial and agricultural development from information provided on maps and globes.	604 Affective Reading Value reading as a means of stimulating imagination and enhancing creative expression, as a means of acquiring a better understanding of self and others and of exploring new needs and interests.	704 Literary Devices Tone (mood) of literary works and the ways writers use language, setting, characterization, and plot development to indicate their attitudes towards their subjects and towards their audiences.	804 Spelling Writing properly spelled ninth-level words frequently used in written work, words containing sede, cede, ie, ei, i, and e together but in separate syllables and words with foreign origins that contain eu, ue, au, ai, and uu. Proofread to correct.	904 Practical Speaking Use effectively, standard English usage, speech preparation skills, and speaking techniques to ask and answer questions in interviews and to prepare and deliver from notes 3-5 minute speeches and to answer questions about speeches delivered.	004 Usage Verbals, verbal phrases, simple and compound relative pr nouns, coordinating subordinating conjun tions, and noun, adj tive, and adverb clauses correctly us
	605 Media Involvement Value abilities to interpret the techniques of motion photography, identifying them and their use to reflect particular points of view.	705 Essays	805 Capitalization & Punctuation Write properly capitalized and punctuated compositions, letters, outlines, bibliographic entries, and other written work. Proofread and correct errors.		005 Development of Langu

A COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH: SCOPE AND SEQUENCE CHART

Level 10 - T E N T H G R A D E — E N G L I S H

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills	601 Affective Speaking Have high regard for abilities to participate effectivley in discussions and informal debates and for abilities to memorize and recite quotations and short selections.	701 Narrative Fiction & Non-Fiction Actions of characters and outcomes of plot that support underlying meanings or themes of novels and short stories.	801 Composing & Evaluating Write, from outlines, multi-paragraph, compositions, and well-developed, longer paragraphs. Evaluate, revise, and prepare properly assembled multi-page compositions. Proofread and correct final copy.	901 Mechanics of Speaking	001 Sentences Coordinate, subordinate, parallel, loose, periodic, and balanced grammatical structures in sentences.
502 Locational Skills Specific kinds of reference information provided in dictionaries, biographical dictionaries, The Readers' Guide to Periodical Literature, and various encyclopedias to use for study and research purposes.	602 Affective Listening Value being able to listen to and evaluate ideas and opinions expressed in conversations and discussions and to listen to, understand, and enjoy recitations of literary quotations, excerpts, and short selections.	702 Poetry Blank verse, free verse and sonnet forms, the messages and impressions poems written in these forms convey, and the relationships between the forms and the messages conveyed.	802 Grammar, Usage, & Style Write sentences in which mood, sentence variety, conciseness, parallelism, and emphasis are carefully controlled. Evaluate and revise to improve.	902 Grammar & Usage	002 Sentence Parts Objective complements, subject-transitive verb, direct object-objective complement sentence patterns, nominative absolutes used and punctuated correctly as independent elements, and differences between them.
503 Learning Skills Information needed for special purposes, where and how to find it and reading strategies to use to meet perceived needs in specific reading situations.	603 Affective Writing Have high regard for abilities to express ideas, opinions, and reactions in written prose and poetic forms and for abilities to evaluate and revise personal compositions to make them more effective.	703 Drama Themes commonly encountered in drama, dramatists associated with specific themes and uses of characterization, dialogue, and action to support the themes in dramas.	803 Penmanship & Format Compose neat, legible, properly assembled, two-or-more page written papers and three-level outlines that conform to accepted format and mechanical conventions. Proofread to correct errors.	903 Listening Listen to evaluate speeches, analyzing relationships between speakers' purposes and the main ideas, supporting details, conclusions, language choices, and the manner of delivery of speeches.	003 Parts of Speech Transitive-active, transitive-passive, intransitive complete, and intransitive linking verbs; progressive forms of verbs; ing, forms of verbs used as nouns and adjectives, and emphatic forms of verbs.
504 Graphic Skills Shortest routes to given destinations and information needed to interpret weather patterns and predictions from analyses of data supplied on maps, graphs, charts, and tables.	604 Affective Reading Hold in high esteem abilities to interpret literary works; to determine the worth of ideas in reading selections; to evaluate complete selections; and to gain information, satisfaction, relaxation, stimulation, and challenge from reading.	704 Literary Devices Irony, symbolism, foreshadowing, flashback, narration, paradox, and allusion in literary selections to evaluate the uses of these literary devices.	804 Spelling Write properly spelled tenth-level words from basic lists and tenth-level derived words formed by adding prefixes and suffixes to base words. Proofread to correct errors.	904 Practical Speaking Use speaking skills effectively when expressing reactions, ideas, opinions, information, descriptions, and explanations in various formal and informal speaking situations, and when asking and responding to questions.	004 Usage Active and passive voice, needless shifts in voice and how to control them, ways to correct faulty parallelism, and correct use of sentence structure.
	605 Media Involvement Have high regard for abilities to identify the techniques used to show film time and film space to interpret motion photography.	705 Essays	805 Capitalization & Punctuation		005 Development of Language

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A COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH: SCOPE AND SEQUENCE CHART

Level 11 - E L E V E N T H G R A D E

E N G L I S H

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 **Readiness Skills**	601 **Affective Speaking** Value abilities to use personal speaking skills to entertain others when reciting, reading aloud, and when dramatizing literary selections and excerpts of literary selections which have a personal meaning and appeal.	701 **Narrative Fiction & Non-Fiction** Functions of settings, types of characters, methods of character development, points of view, main plots and subplots, and major and minor themes in novels and stories.	801 **Composing & Evaluating** Complete business forms, write letters of appreciation, resumes, argumentative essays, documented source papers, and answers to essay questions. Evaluate, revise, and proofread to improve and correct.	901 **Mechanics of Speaking**	001 **Sentences**
502 **Locational Skills** Information contained in bibliographic entries, footnotes, annotated illustrations, tables, and diagrams to determine source material and documentation in research papers.	602 **Affective Listening** Value abilities to identify and enjoy listening to literary selections of personal meaning and appeal when they are recited, read aloud, and dramatized.	702 **Poetry** Forms and themes commonly encountered in poetry, and poets noted for their use of specific forms and themes.	802 **Grammar, Usage, & Style** Write compositions and other papers in which accepted conventions of usage and style are observed. Evaluate, revise, and proofread to improve and correct.	902 **Grammar & Usage**	002 **Sentence Parts**
503 **Learning Skills** Procedures usually followed in research writing and the elements of style that characterize this form of writing.	603 **Affective Writing** Value abilities to organize information and personal thoughts, opinions, and reactions in effective compositions, essays, and other forms of written expression.	703 **Drama** Influences of historical events and philosophical movements on dramatic works of particular cultures, people, and periods of time.	803 **Penmanship & Format** Observe accepted conventions of neatness, legibility, and format when writing final copies of letters, compositions, applications, resumes, bibliographies, other written papers, and when completing business forms. Proofread to correct.	903 **Listening** Apply analytical listening skills to determine examples of persuasive devices and biases, validity and completeness of logic and differences between stated purposes and actual purposes of speeches.	003 **Parts of Speech**
504 **Graphic Skills** Information provided on thematic maps and statistical information provided on tables of stock market quotations and charts and graphs showing economic trends to determine statistical information.	604 **Affective Reading** Value abilities to apply concepts gained from reading to make logical predictions, to facilitate career plans, to challenge intellectual capacities, and to gain insights to help solve personal problems.	704 **Literary Devices** Appropriateness of uses of imagery, allusion, symbolism, and implications in relation to the themes of literary works and the characteristics of the historical periods the works represent.	804 **Spelling**	904 **Practical Speaking** Apply speaking skills in argumentative discourse, stating opinions that differ from those of others, supporting positions, identifying weaknesses in the positions and opinions of others.	004 **Usage** Indicative, imperative, and subjunctive moods of verbs used correctly; sentence structures used to achieve conciseness; and variations in structures, lengths, and beginnings for effectiveness.
	605 **Media Involvement** Value abilities to compare works as they appear in visual media and in literature and to write reading scripts based on short films to determine the visual media equivalents for literary forms.	705 **Essays** Subjects and purposes of essays and the attitudes of essayists as revealed in the essays they write.	805 **Capitalization & Punctuation**		005 **Development of Language** Changes in languages and influences which have caused changes in language to determine how language systems develop and change.

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A COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH: SCOPE AND SEQUENCE CHART

Level 12 - TWELFTH GRADE — ENGLISH

STRAND 5 Study Skills	STRAND 6 Affective Language	STRAND 7 Literature	STRAND 8 Written Composition	STRAND 9 Speaking & Listening	STRAND 00 Grammar & Usage
501 Readiness Skills	601 Affective Speaking Value abilities to speak effectively when expressing opinions, concerns, and reactions in formal meetings and open discussions, and when using speaking skills to promote career and vocational opportunities.	701 Narrative Fiction & Non-Fiction Unity in terms of relationships of fictional elements to themes, literary value in terms of universality and timelessness, and influences of philosophical movements and historical periods on authors and their works.	801 Composing & Evaluating Write effective research papers, papers analyzing literary works, and papers evaluating literary works. Evaluate, revise, and proofread to improve and correct written work.	901 Mechanics of Speaking	001 Sentences
502 Locational Skills Information provided by almanacs, cross references, Who's Who, Bartlett's Familiar Quotations, dictionaries of synonyms and antonyms, and handbooks of usage and style; rhyming, crossword, and biographical dictionaries.	602 Affective Listening Value abilities to listen effectively to others in social, political, educational, and career related experiences and to listen for personal pleasure, and aesthetic satisfaction to media and live presentations of fine music and literature.	702 Poetry Influences of philosophical movements and historical periods and the literary value of specific poems based on their universality and timelessness to evaluate poetry.	802 Grammar, Usage, & Style	902 Grammar & Usage	002 Sentence Parts
503 Learning Skills Credibility and usefulness of source materials for specific purposes.	603 Affective Writing Value abilities to compose essays, letters, poems, prose selections, diaries, and journals which record and communicate effectively personal ideas, reactions, opinions, concerns, and reflections.	703 Drama Patterns of classic comedy and tragedy in drama and other literary forms, characteristics and influences of historical periods and philosophical movements, and literary value based on universality and timelessness to evaluate drama.	803 Penmanship & Format	903 Listening Listen to evaluate uses of oratorical techniques; emotional appeal, and community-held values to influence audiences to determine speakers' uses of perception sensitizing devices.	003 Parts of Speech
504 Graphic Skills Valid assumptions about information from blue prints, patterns, schematic diagrams, flow charts, and computer printouts, and valid assumptions, made about medical insurance and census data from graphs and tables.	604 Affective Reading Value excellent reading ability and a personal commitment to reading as a means of searching for and discovering new ideas and as a means of enriching personal life.	704 Literary Devices Uses of verbal and situational irony and ironic style in literature, examples in literary works, purposes for using irony and effects of its use.	804 Spelling	904 Practical Speaking Apply speaking skills effectively in discussions, establishing and complying with rules of organization, expressing information clearly and accurately, asking pertinent questions, and answering questions briefly but completely.	004 Usage Causes of differences in English dialects and levels of usage, differences between local and regional dialects and between American English and English spoken in other nations, and dialects of vocations and professions.
	605 Media Involvement Value abilities to evaluate visual media in terms of basic fictional elements, theme, and characteristic genre/formula elements, elements of style, and uses of imagery, symbolism, and irony.	705 Essays Formal and informal essays and the differences between them in terms of style, tone, subjects, and purposes.	805 Capitalization & Punctuation		005 Development of Language The development of the English language, the people and events that have caused changes, examples of the language of different periods, the causes of letter-sound inconsistencies, and causes of the word-order pattern of Modern English.

Level 00 : Entry — Developmental Theories — Chronological Age: 5-6

KOHLBERG – Moral Development
Level I – Pre-conventional
Stage I – Punishment and Obedience Orientation
- Rules are made by adults who are the "authorities," and the rules must be followed or punishment will happen.
- Good and bad are interpreted mainly in light of physical punishment.

PIAGET – Cognitive Development
Stage II – Intuitive or Pre-operational
- Develops mental images, stores images and symbols.
- Imitates sounds, actions.
- Free associates, fantasies have unique, illogical meanings.
- Rich verbal environment, terrific growth of language ability, each child does his own thing with words, wild stories . . .
- Ego-centrism, unable to imagine or understand viewpoints other than own.
- Irreversibility of intellectual logic.
- Arbitrary immediate quality.
- Thinks but cannot think about his own thinking.
- Thinking is dominated by perception.

LOEVINGER – Ego Development
Stage IV – Self Protective
- Learns to anticipate short-term rewards and punishments.
- Controls are fragile.
- Is vulnerable.
- Understands there are rules, but main rule is "don't get caught."
- Externalizes blame.
- Opportunistic, wary, exploitative, controlling.
- Pleasure in rituals.
- Work is onerous. Good life is the easy life.

AUSUBEL – Ego (Self-Concept) Development
Stage IV – Satellization
- Provides child with intrinsic feelings of security and adequacy.
- Acquires indirect status vicariously derived.
- Prevented if parents reject child or value child extrinsically, rather than intrinsically.

SUPER – Career Development
Fantasy Substage
- Fantasizes what he wants to be; role plays; fireman, cowboy, etc.

ERICKSON – Social Development
Stage III – Initiative vs. Guilt Feelings
- Genital locomotive stage.
- Spirited imagining and doing.
- Asks endless questions.
- Ready to learn.
- Tries to find out what he can do.
- Develops initiative.
- Should leave this stage with "purpose."

MASLOW – Motivational Hierarchy
Level 2 – Safety Needs
- Need for protection against danger, threat, deprivation.
- Need for protection from insecurity.

Developmental Factors

Physical Development
- Bodily behavior on the way to formation.
- Loss of rounded baby appearance.

Affectivity
- Very strong projection and introjection of emotions and feelings.

Vision of World and Environment
- Ego-centered
- Starts with immediate environment: home, neighborhood, parish.

Memory
- Excellent for concrete rhymes along with gestures and melody

Thinking – Concrete Inductive
Strong, relies on concrete and repeated experiences.
Learns by doing, showing and experiencing.

Activity
- Strong and controlled.

Needs
- Needs individual security.
- Needs to be loved and to love in return.
- Needs to grow.
- Needs to identify.

Moral Conscience
- Egocentric
- Hedonistic
- Prudential
- Authoritarian

Social Development
- Strong adult influence.
- Grows through identification with adults.

Thinking – Abstract Deductive
Non-existent.

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GROWTH AND DEVELOPMENT THEORETICAL FOUNDATION OF THE COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH

Level 01: Developmental Theories — Chronological Age: 5-6

KOHLBERG – Moral Development
Level I – Pre-conventional
Stage I – Punishment and Obedience Orientation
- Rules are made by adults who are the "authorities," and the rules must be followed or punishment will happen.
- Good and bad are interpreted mainly in light of physical punishment.

SUPER – Career Development
Fantasy Substage
- Fantasizes what he wants to be; role plays; fireman, cowboy, etc.

PIAGET – Cognitive Development
Stage II – Intuitive or Pre-operational
- Develops mental images, stores images and symbols.
- Imitates sounds, actions.
- Free associates, fantasies have unique, illogical meanings.
- Rich verbal environment, terrific growth of language ability, each child does his own thing with words, wild stories . . .
- Ego-centrism, unable to imagine or understand viewpoints other than own.
- Irreversibility of intellectual logic.
- Arbitrary immediate quality.
- Thinks but cannot think about his own thinking.
- Thinking is dominated by perception.

LOEVINGER – Ego Development
Stage IV – Self Protective
- Learns to anticipate short-term rewards and punishments.
- Controls are fragile.
- Is vulnerable.
- Understands there are rules, but main rule is "don't get caught."
- Externalizes blame.
- Opportunistic, wary, exploitative, controlling.
- Pleasure in rituals.
- Work is onerous. Good life is the easy life.

MASLOW – Motivational Hierarchy
Level 2 – Safety Needs
- Need for protection against danger, threat, deprivation.
- Need for protection from insecurity.

ASUBEL – Ego (Self-Concept) Development
Stage IV – Satellization
- Provides child with intrinsic feelings of security and adequacy.
- Acquires indirect status vicariously derived.
- Prevented if parents reject child or value child extrinsically, rather than intrinsically.

Stage V – Crisis of Desatellization (or ego maturation)
- Child must acquire autonomy along with newly matured realistic abilities.
- Dethroning parents begins with school entry.
- Satellize to significant others, such as teachers.
- Develops new skills and abilities that are his own.

ERICKSON – Social Development
Stage III – Initiative vs. Guilt Feelings
- Genital locomotive stage.
- Spirited imagining and doing.
- Asks endless questions.
- Ready to learn.
- Tries to find out what he can do.
- Develops initiative.
- Should leave this stage with "purpose".

Stage IV – Industry vs. Inferiority
- Latency stage.
- Enjoys completing schoolwork.
- Child wants to work and accomplish.
- Fantasy subsides.
- Desires to do things well.
- Should leave this stage with "competency."

Developmental Factors

Physical Development
- Bodily behavior on the way to formation.
- Loss of rounded baby appearance.

Affectivity
- Very strong projection and introjection of emotions and feelings.

Vision of Environment and World
- Ego-centered.
- Starts with immediate environment: home, neighborhood, parish.

Memory
- Excellent for concrete rhymes along with gestures and melody

Thinking – Concrete Inductive
- Strong, relies on concrete and repeated experience.
- Learns by doing, showing, and experiencing

Activity
- Strong and controlled.

Needs
- Needs individual security.
- Needs to be loved and to love in return.
- Needs to grow.
- Needs to identify

Moral Conscience
- Egocentric
- Hedonistic
- Prudential (Black white)
- Authoritarian

Social Development
- Strong adult influence
- Grows through identification with adults

Thinking – Abstract Deductive
Non existent

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Level 02: Developmental Theories Chronological Age: 6,7,8

KOHLBERG -Moral Development
Stage 2 – Instrumental Relativist Orientation
- More reward, less punishment oriented.
- Rules are still made by the "authorities," but if they are followed, good things will happen.
- When one cognitively realizes there may be other rules, he moves to Stage 3.

ERICKSON – Social Development
Stage IV – Industry vs. Inferiority
- Latency stage.
- Enjoys completing schoolwork.
- Child wants to work and accomplish.
- Fantasy subsides.
- Desires to do things well.
- Should leave this stage with "competency."

PIAGET – Cognitive Development
Stage III – Concrete Operations
- Reality bound thinking, little magical thinking. "Hands on" instruction needed.
- Logical, too literal, too concrete.
- Sees everything as facts, very dualistic.
- Rules are all important – not to be broken.
- Rules are facts, literally, fixed, necessary and arbitrary.
- A lot of rote learning.
- Intentions more important than results.

LOEVINGER – Ego Development
Stage IV – Self Protective
- Learns to anticipate short-term rewards and punishments.
- Controls are fragile.
- Is vulnerable.
- Understands there are rules, but main rule is "don't get caught."
- Externalizes blame.
- Opportunistic, wary, exploitative, controlling.
- Pleasure in rituals.
- Work is onerous. Good life is the easy life.

SUPER – Career Development
Fantasy Substage
- Fantasizes what he wants to be; role plays; fireman, cowboy, etc.

MASLOW – Motivational Hierarchy
Level 2 – Safety Needs
- Need for protection against danger, threat, deprivation.
- Need for protection from insecurity.

AUSUBEL – Ego (self concept) Development
Stage III – Beginning of Satellization
- Child escapes above two alternatives by assigning his own omnipotence to his parents; he becomes their satellite, and his self-esteem is preserved by shining in reflected glory.

Stage IV – Satellization
Provides child with intrinsic feelings of security and adequacy.
- Acquires indirect status vicariously derived.
- Prevented if parents reject child or value child extrinsically, rather than intrinsically.

Stage V – Crisis of Desatellization (or ego maturation)
- Child must acquire autonomy along with newly matured realistic abilities.
- Dethroning parents begin with school entry.
- Satellize to significant others, such as teachers.
- Develops new skills and abilities that are his own.

Developmental Factors

Physical Development
- Bodily behavior on the way to formation.
- Loss of rounded baby appearance.
- Slow process toward greater body stability.

Affectivity
- Very strong projection and introjection of emotions and feelings.
- Greater awareness of others.
- Strong, emotional life under control.

Vision of World and Environment
- Ego-Centered
- Starts with immediate environment; home, neighborhood, parish.
- Beginnings of awareness of outside environments.

Memory
- Excellent for concrete rhymes along with gestures and melody.
- Excellent for concrete poetical texts, acted and sung texts, retelling stories and prayers.

Thinking – Concrete Inductive
- Strong, relies on concrete and repeated experiences.
- learns by doing, showing, and experiencing.
- Achieves passage from particular and concrete to general but still explicitly experienced to explicitly known.

Activity
- Strong and controlled.
- Strong and better controlled.

Needs
- Individual security.
- To be loved and to love in return.
- To grow.
- To identify.

Moral Conscience
- Egocentric, hedonistic, prudential, authoritarian.
- Pre-moral
- Ego-idealistic – slowly becoming aware of the quality of acts.

Social Development
- Strong adult influence.
- Grows through identification with adults.
- Beginning of social awareness but still egocentric.
- Age of I and you.

Thinking – Abstract Deductive
- Non existent

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GROWTH AND DEVELOPMENT THEORETICAL FOUNDATION OF THE COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH

Level 03: Developmental Theories Chronological Age: 7,8,9

KOHLBERG–Moral Development
Stage 2–Instrumental Relativist Orientation
–More reward, less punishment oriented.
–Rules are still made by the "authorities," but if they are followed, good things will happen.
When one cognitively realizes there may be other rules, he moves to Stage 3.

ERICKSON–Social Development
Stage IV–Industry vs. Inferiority
–Latency stage.
–Enjoys completing schoolwork.
–Child wants to work and accomplish.
–Fantasy subsides.
–Desires to do things well.
–Should leave this stage with "competency."

PIAGET–Cognitive Development
Stage III–Concrete Operations
–Reality bound thinking, little magical thinking. "Hands-on" instruction needed.
–Logical, too literal, too concrete.
–Sees everything as facts, very dualistic.
–Rules are all important–not to be broken
–Rules are facts, literally, fixed, necessary and arbitrary.
–A lot of rote learning.
–Intentions more important than results.

LOEVINGER–Ego Development
Stage IV–Self Protective
–Learns to anticipate short-term rewards and punishments.
–Controls are fragile.
–Is vulnerable.
–Understands there are rules, but main rule is "don't get caught."
–Externalizes blame.
–Opportunistic, wary, exploitative, controlling.
–Pleasure in rituals.
–Work is onerous. Good life is the easy life.

Stage V–Conformist
–Begins to identify own welfare with that of group.
–Conforms to external rules.
–Shame and guilt for breaking rules.
–Either good or bad according to group rules.
–Needs to belong.
–Niceness and helpfulness important qualities to him.

AUSUBEL–Ego (Self-concept) Development
Stage IV–Satellization
–provides child with intrinsic feelings of security and adequacy.
–Acquires indirect status vicariously derived.
–Prevented if parents reject child or value child extrinsically, rather than intrinsically.

Stage V–Crisis of Desatellization (or ego maturation)
–Child must acquire autonomy along with newly matured realistic abilities.
–Dethroning parents begins with school entry.
–Satellize to significant others, such as teachers.
–Develops new skills and abilities that are his own.

MASLOW–Motivational Hierarchy
Level 2–Safety Needs
–Need for protection against danger, threat, deprivation.
–Need for protection from insecurity.

Level 3–Belonging and Love Needs
–Need for spontaneous, unconditional love.
–Need for association, belonging, acceptance.
–Need for release from fear or anger.

SUPER–Career Development
Fantasy Substage
–Fantasizes what he wants to be; role plays; fireman, cowboy, etc.

Developmental Factors

Physical Development
–Slow process towards greater bodily stability.
–Stability.
–First signs of puberty in girls.

Affectivity
–Strong, emotional life under better control.
–Greater awareness of others.
–Emotional life is more stable due to benefit of a certain rationalism.

Vision of Environment and World
–Beginning of awareness of outside environments.
–Concepts of time and space make student ready for further discoveries of the world, space and cosmos.

Memory
–Excellent for concrete poetical texts, acted and sung texts, retelling stories and prayers.
–Excellent for objective information, facts, dates, places, people, regulations, rules, and definitions.

Thinking–Concrete-Inductive
–Achieves passage from particular and concrete to general but still concrete–from implicitly experienced to explicitely known.
–Has developed a great number of concrete concepts: concepts of time and space: relies on actual experience.

Activity
–Strong, better controlled.
–Strong, controlled, group activity.

Needs
–Individual security, to be loved and to love in return, to grow, to identify.
–Acceptance by group, prestige, competition, cooperation, responsibility.

Moral Conscience
–Pre-moral authoritarian, ego-idealistic: slowly becomes aware of the quality of acts.
–Social-reciprocal vs. materiality of moral acts.
–Dangers: Law of group is supreme.
–Legalism.

Social Development
–Beginning of real social awareness but still ego-centric.
–Age of "I" and "you."
–Group age.
–Strong influence from group.
–Weaker parent teacher influence.

Thinking–Abstract-Deductive
–Non existent.
–Begins to appear and develops very slowly.

Level 04: Developmental Theories Chronological Age: 8,9,10

KOHLBERG–Moral Development
Stage 2–Instrumental Relativist Orientation
–More reward, less punishment oriented.
–Rules are still made by the "authorities," but if they are followed, good things will happen.
–When one cognitively realizes there may be other rules, he moves to Stage 3.

ERICKSON–Social Development
Stage IV–Industry vs. Inferiority
–Latency stage.
–Enjoys completing schoolwork.
–Child wants to work and accomplish.
–Fantasy subsides.
–Desires to do things well.
–Should leave this stage with "competency."

PIAGET–Cognitive Development
Stage III–Concrete Operations
–Reality bound thinking, little magical thinking. "Hands-on" instruction needed.
–Logical, too literal, too concrete.
–Sees everything as facts, very dualistic.
–Rules are all important–not to be broken.
–Rules are facts, literally, fixed, necessary and arbitrary.
–A lot of rote learning.
–Intentions more important than results.

LOEVINGER–Ego Development
Stage IV–Self Protective
–Learns to anticipate short-term rewards and punishments.
–Controls are fragile.
–Is vulnerable.
–Understands there are rules, but main rule is "don't get caught."
–Externalizes blame.
–Opportunistic, wary, exploitative, controlling.
–Pleasure in rituals.
–Work is onerous. Good life is the easy life.

Stage V–Conformist
–begins to identify own welfare with that of group.
–Conforms to external rules.
–Shame and guilt for breaking rules.
–Either good or bad according to group rules.
–Needs to belong.
–Niceness and helpfulness important qualities to him.

AUSUBEL–Ego (Self-Concept) Development
Stage V–Crisis of Desatellization (or ego maturation)
–Child must acquire autonomy along with newly matured realistic abilities.
–Dethroning parents begins with school entry.
–Satellize to significant others, such as teachers.
–Develops new skills and abilities that are his own.

SUPER–Career Development
Fantasy Substage
–Fantasizes what he wants to be; role plays; fireman, cowboy, etc.

MASLOW–Motivational Hierarchy
Level 3–Belonging and Love Needs
–Need for spontaneous, unconditional love.
–Need for association, belonging, acceptance.
–Need for release from fear or anger.

Developmental Factors

Physical Development
–Slow process towards greater stability.
–Stability.
–First signs of puberty in girls.

Affectivity
–Strong, emotional life under better control.
–Greater awareness of others.
–Emotional life is more stable due to benefit of a certain rationalism.

Vision of World
–Beginnings of awareness of outside environment.
–Concepts of time and space make student ready for further discoveries of the world, space and cosmos.

Memory
–Excellent for concrete, poetical texts, retelling stories; prayers.
–Excellent for objective information, facts, dates, places, people, rules and regulations and definitions.

Thinking–Concrete-Inductive
–Achieves passage from particular and concrete to general but still concrete from implicitly experienced to explicitly known.
–Has developed a great number of concrete concepts.
–Concepts of time and space.
–Relies on actual experience.

Activity
–Strong, better controlled.
–Strong, controlled group activity.

Needs
–Individual security.
–To be loved and to love in return; to grow to identify.
–Acceptance by group.
–Prestige completion.
–Cooperation.
–Responsibility.

Moral Conscience
–Pre-moral, authoritarian ego-idealistic; slowly becomes aware of the quality of acts.
–Social-reciprocal-intentionally vs. materiality of moral acts.
–Danger; law of group is supreme.
–Legalism.

Social Development
–Beginnings of real social awareness but still ego-centeric; age of "I" and "you."
–Group age; strong influence.
–Weaker parent-teacher influence.

Thinking–Abstract-Deductive
–Non existent.
–Appears and develops very slowly.

GROWTH AND DEVELOPMENT THEORETICAL FOUNDATION OF THE COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH

Level 05: Developmental Theories — Chronological Age: 9,10,11

KOHLBERG—Moral Development

Stage 2—Instrumental Relativist Orientation
- More reward, less punishment oriented.
- Rules are still made by the "authorities," but if they are followed, good things will happen.
- When one cognitively realizes there may be other rules, he moves to Stage 3.

Level II—Conventional Role Conformity

Stage 3—Interpersonal Concordance of "Good Boy—Nice Girl" Orientation
- Good behavior is that which pleases or helps others and is approved by them.
- "Belonging" and gaining approval of a group is important.
- Much conformity to stereotypical images of what is "natural" behavior.

PIAGET—Cognitive Development

Stage III—Concrete Operations
- Reality bound thinking, little magical thinking. "Hands-on" instruction needed.
- Logical, too literal, too concrete.
- Sees everything as facts, very dualistic.
- Rules are all important—not to be broken.
- Rules are facts, literally, fixed, necessary and arbitrary.
- A lot of rote learning.
- Intentions more important than results.

LOEVINGER—Ego Development

Stage V—Conformist
- Begins to identify own welfare with that of group.
- Conforms to external rules.
- Shame and guilt for breaking rules.
- Either good or bad according to group rules.
- Needs to belong.
- Niceness and helpfulness important qualities to him.

ERICKSON—Social Development

Stage IV—Industry vs. Inferiority
- Latency stage.
- Enjoys completing schoolwork.
- Child wants to work and accomplish.
- Fantasy subsides.
- Desires to do things well.
- Should leave this stage with "competency."

AUSUBEL—Ego (self-concept) Development

Stage V—Crisis of Desatellization (or ego maturation)
- Child must acquire autonomy along with newly matured realistic abilities.
- Dethroning parents begins with school entry.
- Satellize to significant others, such as teachers.
- Develops new skills and abilities that are his own.

Stage VI—Desatellization
- Returns to extrinsic valuation.
- Now finds worth in what he himself can do.
- Work becomes own reward.
- Develops internal feelings of self-worth.
- He is OK.

SUPER—Career Development

Fantasy Substage
- Fantasizes what he wants to be; role plays; fireman, cowboy, etc.

MASLOW—Motivational Hierarchy

Level 3—Belonging and Love Needs
- Need for spontaneous, unconditional love.
- Need for association, belonging, acceptance.
- Need for release from fear or anger.

Developmental Factors

Physical Development
- Stability.
- First sign of puberty in girls.

Affectivity
- Emotional life is more stable due to a certain rationalism.

Vision of World
- Concepts of time and space make the student ready for further discoveries of the world, space and cosmos.

Memory
- Excellent for: Objective information, dates, places, people, rules and regulations, and definitions.

Thinking—Concrete Inductive
- Has developed a great number of concrete concepts, concepts of time and space.
- Relies less on actual experience.

Activity
- Strong.
- Controlled.
- Group activity.

Needs
- Acceptance by group
- Prestige Competition
- Cooperation
- Responsibility

Moral Conscience
- Social-reciprocal Intentionality vs. Materiality of Moral Acts.
- Dangers: Law of group is supreme.

Social Development
- Group age.
- Strong influence from group.
- Weaker parent-teacher influence

Thinking—Abstract Deductive
- Appears and develops very slowly

Level 06: Developmental Theories Chronological Age: 10,11,1

KOHLBERG – Moral Development
Level II – Conventional Role Conformity
Stage 3 – Interpersonal Concordance of "Good Boy–Nice Girl" Orientation
- Good behavior is that which pleases or helps others and is approved by them.
- "Belonging" and gaining approval of a group is important.
- Much conformity to stereotypical images of what is "natural" behavior.

SUPER – Career Development
Fantasy Substage
- Fantasizes what he wants to be; role plays; fireman, cowboy, etc.

Interest Substage
- Aligns interests with some reality testing; more specific than general fantasy of earlier period.

Capacity Substage
- Role plays to specific models; models the neighbor who is an engineer; increased reality of testing.

ERICKSON–Social Development
Stage IV–Industry vs. Inferiority
- Latency stage.
- Enjoys completing schoolwork.
- Child wants to work and accomplish.
- Fantasy subsides.
- Desires to do things well.
- Should leave this stage with "competency."

Stage V – Identity vs. Role Confusion
- Puberty and adolescence stage.
- Striving to know who he is and what is his role in society.
- Often preoccupied with how he appears to others.
- Not all the struggle for identity is conscious.
- Should leave this stage with "fidelity."

MASLOW – Motivational Hierarchy
Level 3 – Belonging and Love Needs
- Need for spontaneous, unconditional love.
- Need for association, belonging, acceptance.
- Need for release from fear or anger.

PIAGET – Cognitive Development
Stage III – Concrete Operations
- Reality bound thinking, little magical thinking. "Hands on" instruction needed.
- Logical, too literal, too concrete.
- Sees everything as facts, very dualistic.
- Rules are all important-not to be broken.
- Rules are facts, literally, fixed, necessary and arbitrary.
- A lot of rote learning.
- Intentions more important than results.

Stage IV – Formal Operations or Logical and Symbolic Thought
Full formal patterns of thinking.
- Logical, rational, abstract strategies.
- Symbolic meaning increases, similies can be understood.
- Generalizations and theories are understood.
- Similated abstract thinking.
- Freed from dependance on concrete realities.
- Propositional statements can be dealt with and related.

AUSUBEL–Ego (Self-Concept) Development
Stage V- Crisis of Desatellization (or ego maturation)
- Child must acquire autonomy along with newly matured realistic abilities.
- Dethroning parents begins with school entry.
- Satellize to significant others, such as teachers.
- Develops new skills and abilities that are his own.

Stage VI–Desatellization
- Returns to extrinsic valuation.
- Now finds worth in what he himself can do.
- Work becomes own reward.
- Develops internal feelings of self-worth.
- He is OK.

LOEVINGER–Ego Development
Stage V – Conformist
- Begins to identify own welfare with that of group.
- Conforms to external rules.
- Shame and guilt for breaking rules.
- Either good or bad according to group rules.
- Needs to belong.
- Niceness and helpfulness important qualities to him.

Conscientious – Conformist Level (Transition)
- Increase in self awareness and appreciation of different alternatives.
- Explores self in relation to group. Sees different reasons for different behavior.
- More accepting and open.

Developmental Factors

Physical Development
- Stability.
- First signs of puberty in girls.
- First signs of puberty in boys.

Affectivity
- Emotional life is more stable due to benefit of a certain rationalism.
- Very strong.
- Sentimental.
- Moody.
- Self-centered.
- Self-critical.

Vision of the World
- Concepts of time and space make him or her ready for further discoveries of the world, space and cosmos.
- Ego-centered.
- Interested in science and history in relationship to themselves.

Memory
- Excellent for objective information, facts, dates, places, people, rules, regulations and definitions.
- Excellent for poetry and songs.
- Rebels against abstract definitions.

Thinking– Concrete Inductive
- Has developed a great number of concrete concepts; concepts of time and space; relies less on actual experience.
- Uses both concrete and abstract logic overtoned with moods and wistful thinking.

Activity
- Strong.
- Controlled.
- Group Activity.
- Reduced.
- Tiredness.
- Dreams.

Needs
- Acceptance by group.
- Prestige.
- Competition.
- Cooperation.
- Responsibility.
- Understanding.
- Autonomy.
- Heroes to identify with.

Moral Conscience
- Social – Reciprocal Intentionality vs. Materiality of Moral Acts.
- Dangers: Law of group is supreme.
- Legalism.
- Builds moral habits; wants freedom, love; danger; subjectivism.

Social Development
- Group Age.
- Strong influence from group.
- Weaker parent-teacher influence.
- Group influence lessens. Prefers small select group.
- Seeks friendship of mature adult other than parent.

Thinking– Abstract–Deductive
- Appears and develops very slowly
- Masters abstract concepts and deductive logic.
- Lacks experiencing them.

Level 07: Developmental Theories Chronological Age: 11,12,13

KOHLBERG–Moral Development
Level II–Conventional Role Conformity
Stage 3–Interpersonal Concordance of "Good Boy-Nice Girl" Orientation
- Good behavior is that which pleases or helps others and is approved by them.
- "Belonging" and gaining approval of a group is important.
- Much conformity to stereotypical images of what is "natural" behavior.

AUSUBEL–Ego (Self-Concept) Development
Stage VI–Desatellization
- Returns to extrinsic valuation.
- Now finds worth in what he himself can do.
- Work becomes own reward.
- Develops internal feelings of self-worth.
- He is OK.

ERICKSON–Social Development
Stage IV–Industry vs. Inferiority
- Latency stage.
- Enjoys completing schoolwork.
- Child wants to work and accomplish.
- Fantasy subsides.
- Desires to do things well.
- Should leave this stage with "competency."

Stage V- Identity vs. Role Confusion
Puberty and adolescence stage.
- Striving to know who he is and what is his role in society.
- Often preoccupied with how he appears to others.
- Not all the struggle for identity is conscious.
- Should leave this stage with "fidelity."

LOEVINGER–Ego Development
Stage V–Conformist
- Begins to identify own welfare with that of group.
- Conforms to external rules.
- Shame and guilt for breaking rules.
- Either good or bad according to group rules.
- Needs to belong.
- Niceness and helpfulness important qualities to him.

SUPER–Career Development
Interest Substage
- Aligns interests with some reality testing; more specific than general fantasy of earlier period.

Capacity Substage
- Role plays to specific models; models the neighbor who is an engineer; increased reality testing.

Maslow –Motivational Hierarchy
Level 2–Safety Needs
- Need for protection against danger, threat, deprivation.
- Need for protection from insecurity.

PIAGET–Cognitive Development
Stage III–Concrete Operations
- Reality bound thinking, little magical thinking. "Hands on" instruction needed.
- Logical, too literal, too concrete.
- Sees everything as facts, very dualistic.
- Rules are all important–not to be broken.
- Rules are facts, literally, fixed, necessary and arbitrary.
- A lot of rote learning.
- Intentions more important than results.

Stage IV–Formal Operations or Logical and Symbolic Thought
- Full formal patterns of thinking.
- Logical, rational, abstract strategies.
- Symbolic meaning increases, similies can be understood.
- Generalizations and theories are understood.
- Similated abstract thinking.
- Freed from dependence on perceptual realities.
- Propositional statements can be dealt with and related.

Developmental Factors

Physical Development
- Stability.
- First signs of puberty in girls
- First signs of puberty in boys.

Affectivity
- Emotional life is more stable due to benefit of a certain rationalism.
- Very strong.
- Sentimental.
- Moody.
- Self-censored.
- Self-critical.

Vision of World
- Concepts of time and space make him more ready for further discoveries of the world, space and cosmos.
- Ego-centered.
- Interested in science and history in relationship to himself.

Memory
- Excellent for objective information: facts, dates, places, people, rules and regulations and definitions.
- Excellent for poetical poems and songs.
- Rebels against abstract definitions.

Thinking –Concrete–Inductive
- Has developed a great number of concepts.
- Concepts of time and space.
- Relies less on actual experiences.
- Uses both concrete and abstract logic overtoned with moods and wistful thinking.

Activity
- Strong.
- Controlled.
- Group Activity.
- Reduced tiredness.
- Dreams.

Needs
- Needs acceptance by group.
- Prestige–competition.
- Cooperation.
- Responsibility.
- [illegible]derstanding.
- [illegible]utonomy.
- Heroes to identify with.

Moral Conscience
- Social reciprocal.
- Intentionality vs. materiality of moral acts.
- Dangers: law of group is supreme.
- Legalism.
- Builds moral habits.
- Wants freedom and love.
- Danger: subjectivism.

Social Development
- Group age
- Strong influence from group.
- Weaker parent-teacher influence.
- Group influence is less.
- Prefers smaller select group.
- Seeks friendship of mature adult other than parent.

Thinking–Abstract–Deductive
- Appears and develops very slowly.
- Masters abstract concepts and deductive logic.
- Lacks experiencing them.

GROWTH AND DEVELOPMENT THEORETICAL FOUNDATION OF THE COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH

Level 08: Developmental Theories — Chronological Age: 13,14,15

KOHLBERG–Moral Development

Level II–Conventional Role Conformity

Stage 3– Interpersonal Concordance of "Good Boy-Nice Girl" Orientation

- Good behavior is that which pleases or helps others and is approved by them.
- "Belonging" and gaining approval of a group is important.
- Much conformity to stereotypical images of what is "natural" behavior.

ERICKSON–Social Development

Stage V–Identify vs. Role Confusion

- Puberty and adolescence stage.
- Striving to know who he is and what is his role in society.
- Often preoccupied with how he appears to others.
- Not all the struggle for identity is conscious.
- Should leave this stage with "fidelity."

PIAGET–Cognitive Development

Stage IV–Formal Operations or Logical and Symbolic Thought

- Full formal patterns of thinking.
- Logical, rational, abstract strategies.
- Symbolic meaning increases, similies can be understood.
- Generalizations and theories are understood.
- Similated abstract thinking.
- Freed from dependence on perceptual realities.

Propositional statements can be dealt with and related.

Conscientious–Conformist Level (Transition)

- Increase in self-awareness and appreciation of different alternatives.
- Explores self in relation to group.

Sees different reasons for different behavior.

- More accepting and open.

AUSUBEL–Ego (Self-Concept) Development

Stage VI–Desatellization

- Returns to extrinsic valuation.
- Now finds worth in what he himself can do.
- Work becomes own reward.
- Develops internal feelings of self-worth
- He is OK.

SUPER–Career Development

Interest Substage

- Aligns interests with some reality testing; more specific than general fantasy of earlier period.

Capacity Substage

- Role plays to specific models; models the neighbor who is an engineer; increased reality testing.

Exploration Stage

- Self-examination, role try-out and occupational exploration take place in school.
- Leisure activities.
- Part-time work.

MASLOW–Motivational Hierarchy

Level 3–Belonging and Love Needs

- Need for spontaneous, unconditional love.
- Need for association, belonging, acceptance.
- Need for release from fear or anger.

Developmental Factors

Physical Development

- First sign of puberty in boys.
- Disharmony of body.
- Spurt followed by delay.
- Development.

Affectivity

- Very strong.
- Sentimental.
- Moody.
- Self-centered.
- Self-critical.
- Emotional life more or less under control.
- Still insecure.

Vision of World

- Ego-centered.
- Interested in science, history, in relationship to themselves.
- Interested in the world of fad and fashion.

Memory

- Excellent for: Poetical poems and songs.
- Rebels against abstract definitions.
- Excellent for objective information.

Thinking–Concrete Inductive

- Uses both concrete and abstract logic, overtoned with moods and wistful thinking.
- Can now work well in both the concrete and the abstract.

Activity

- Reduced tiredness.
- Dreams.
- Hyperactivity.

Often impulsive behavior.

Needs

- Understanding.
- Autonomy.
- Heroes to identify with.
- Tasks with a definite objective status.
- To refashion new personality.

Moral Conscience

- Builds moral habits.
- Wants freedom, love.
- Danger: Subjectivism.
- Personal.
- Autonomous.
- Independent.

Danger of conformism.

Social Development

- Group influence is less.
- Prefers smaller select group.
- Seeks friendship of mature adult other than parent.
- Greater sociability.
- Ready for group action and leadership.
- Strong peer group influence.

Thinking–Abstract Deductive

- Masters abstract concepts and deductive logic.
- Lacks experiencing them.
- Can now work well in both the concrete and the abstract.

GROWTH AND DEVELOPMENT THEORETICAL FOUNDATION OF THE COURSE OF STUDY FOR LANGUAGE ARTS IN UTAH

Level 09: Developmental Theories — Chronological Age: 14,15,16

KOHLBERG—Moral Development

Level II—Conventional Role Conformity

Stage 3—Interpersonal Concordance of "Good Boy-Nice Girl" Orientation

- Good behavior is that which pleases or helps others and is approved by them.
- "Belonging" and gaining approval of a group is important.
- Much conformity to stereotypical images of what is "natural" behavior.

Stage 4—Law and Order Orientation

- Right behavior consists of doing one's duty, showing respect for authority and maintaining the given social order for its own sake.
- Transition involves skepticism, egotism, and relativism.

PIAGET—Cognitive Development

Stage 4—Formal Operations or Logical and Symbolic Thought

- Full formal patterns of thinking.
- Logical, rational, abstract strategies.
- Symbolic meaning increases, similies can be understood.
- Generalizations and theories are understood.
- Similated abstract thinking.
- Freed from dependence on perceptual realities.
- Propositional statements can be dealt with and related.

AUBUSEL—Ego (self-concept) Development

Stage 6—Desatellization

- Returns to extrinsic valuation.
- Now finds worth in what he himself can do.
- Work becomes own reward.
- Develops internal feelings of self-worth.
- He is OK.

LOEVINGER—Ego Development

Conscientious-Conformist Level (Transition)

- Increase in self-awareness and appreciation of different alternatives.
- Explores self in relation to group. Sees different reasons for different behavior.
- More accepting and open.

Stage 6—Conscientious

- Self-evaluated standards.
- Self-criticism and a sense of responsibility.
- Guilt for consequences.
- Concern for communication.
- Differentiated feelings, motives for behavior.
- Self-respect, achievements.
- Value others.

MASLOW—Motivational Hierarchy

Level 4—Ego Needs

- Needs related to one's self-esteem: self-confidence, independence, achievement, competence, knowledge.
- Needs related to one's reputation: status, recognition, appreciation, the deserved respect of others.

ERICKSON—Social Development

Stage 5—Identity vs. Role Confusion

- Puberty and adolescence stage.
- Striving to know who he is and what is his role in society.
- Often preoccupied with how he appears to others.
- Not all the struggle for identity is conscious.
- Should leave this stage with "fidelity."

SUPER—Career Development

Capacity Substage

- Role plays to specific models; models the neighbor who is an engineer; increased reality testing.

Exploration Stage

- Self-examination, role try-out and occupational exploration take place in school.
- Leisure activities.
- Part-time work.

Tentative Substage

- More precise role tryout via part time jobs, leisure activities, etc.

Developmental Factors

PHYSICAL DEVELOPMENT

- First signs of puberty in boys.
- Disharmony of body: spurt followed by delay.
- Development.

AFFECTIVITY

- Very strong sentimental.
- Moody.
- Self-centered.
- Self-critical.
- Emotional.
- Life more or less under control.
- Still insecure.

VISION OF WORLD

- Ego-centered.
- Interested in science and history in relation to self.
- Interested in the world of fad and fashion.
- Time sense distorted.
- Impatient and strong desire for immediacy.

MEMORY

- Excellent for poetical poems, songs.
- Rebels against abstract definitions.
- Excellent for objective information.

THINKING—Concrete Inductive

- Uses both concrete and abstract logic overtoned with moods and wistful thinking.
- Can now work well in both the concrete and the abstract.

ACTIVITY

- Reduced tiredness.
- Dreams.
- Hyperactivity.
- Often impulsive behavior.

NEEDS

- Needs understanding.
- Autonomy.
- Heroes to identify with.
- Needs are idealistic.
- Has strong natural drives and seeks self-improvement and self-perfection.

MORAL CONSCIENCE

- Builds moral habits
- Wants freedom, love, danger.
- Subjectivism.
- Personal.
- Autonomous.
- Independent.
- Danger of conformism.

SOCIAL DEVELOPMENT

- Group influence is less.
- Prefers smaller, select group.
- Seeks friendship of mature adult other than parent.
- Greater sociability.
- Ready for group action and leadership.
- Strong peer group influence.

THINKING—Abstract Deductive

- Masters abstract concepts and deductive logic.
- Lacks experiencing them.
- Can now work well in both the concrete and the abstract.

Level 10: Developmental Theories — Chronological Age: 15,16,17

KOHLBERG –Moral Development Level II–Conventional Role Conformity Stage 4–Law and Order Orientation –Right behavior consists of doing one's duty, showing respect for authority and maintaining the given social order for its own sake. –Transition involves skepticism, egoism, and relativism.	PIAGET–Cognitive Development Stage 4–Formal Operations or Logical and Symbolic Thought –Full formal patterns of thinking. –Logical, rational, abstract, strategies. –Symbolic meaning increases; similies can be understood. –Generalizations and theories are understood. –Simulated abstract thinking. –Freed from dependence on perceptual realities. –Propositional statements can be dealt with and related.	AUSUBEL–Ego (Self-Concept) Development Stage 6–Desatillization –Returns to extrinsic valuation. –Now finds worth in what he or she personally can do. –Work becomes its own reward. –Develops internal feelings of self worth. –He or she is OK.	SUPER–Career Development Exploration Stage –Self examination, role try out, and occupational exploration take place in school. –Leisure activities. –Part time work.	MASLOW–Motivational Hierarchy Level IV–Ego Needs –Needs related to one's self esteem, self-confidence, independence, competence and knowledge. –Needs related to one's reputation, status, recognition, appreciation and true deserved respect of others.
ERICKSON–Social Development Stage 5–Identity vs. Role Confusion –Puberty and adolescent stage. –Striving to know who he or she is and what is his or her role in society. –Often preoccupied with the way he or she appears to others. –Not all the struggle for identity is conscious.	LOEVINGER–Ego Development Stage 6–Conscientious –Self evaluated standards. –Self-criticism and a sense of responsibility. –Guilt for consequences. –Concern for communication. –Differentiated feelings and motives for behavior. –Self respect; achievements. –Values others.			

Developmental Factors

Physical Development –Disharmony of body. –Spurt followed by delay. –Development. –Improved regulation and stabilization of growth.	Affectivity –Emotional. –Life more or less under control. –Still insecure. –Likes himself or herself and idealizes his or her character.	Vision of World –Interested in the world of fad and fashion. –Time sense distorted. –Impatient. –Has a strong desire for immediacy.	Memory –Excellent for objective information. –Abstract ideas becoming more common.	Thinking–Concrete Inductive –Can now work well in concrete thinking. –More philosophical than concrete.
Activity –Hyperactivity. –Often impulsive behavior. –Strong vital drives.	Needs –Needs tasks with a definite objective status. –Needs to refashion a new personality. –Needr are idealistic. –Has strong natural moral drives. –Seeks self-improvement and self-perfection.	Moral Conscience –Personal. –Autonomous. –Danger of conformism. –Each milieu has its own moral standards.	Social Development –Greater sociability. –Ready for group action and leadership. –Strong peer group influence. –Makes an absolute of social demands. –Peer group influence very strong.	Thinking–Abstract Deductive –Can now work well with abstract thinking. –Becomes more intellectual and reflective.

Level II: Developmental Theories — Chronological Age: 16,17,18

KOHLBERG—Moral Development

Level II—Conventional Role Conformity

Stage 4—Law and Order Orientation
- Right behavior consists of doing one's duty, showing respect for authority and maintaining the given social order for its own sake.
- Transition involves skepticism, egoism, and relativism.

Level III—Post-Conventional Autonomous or Principled Level

Stage 5—Social Contract Realistic Orientation
- Right action is in terms of individual rights, and in terms of standards examined and agreed upon by the whole society.

Stage 6—Universal Ethical Principle Orientation
- Abstract and ethical (golden rule), self-chosen according to logical comprehensiveness, universality, consistency.
- Universal principles of justice, reciprocity and equality of human rights and of respect for the dignity of human beings as individuals.

PIAGET—Cognitive Development

Stage 4—Formal Operations or Logical and Symbolic Thought
- Full formal patterns of thinking.
- Logical, rational, abstract strategies.
- Symbolic meaning increases, similies can be understood.
- Generalizations and theories are understood.
- Simulated abstract thinking.
- Freed from dependence upon perceptual realities.
- Propositional statements can be dealt with and related.

ERICKSON—Social Development

Stage 5—Identity vs. Role confusion.
- Puberty and adolescent stage.
- Striving to know who he or she is and what is his or her role in society.
- Often preoccupied with how he or she appears to others.
- Not all struggle for identity is conscious.

Stage 6—Intimacy vs. Isolation
- Young adulthood—to age 30.

AUSUBEL—Ego (Self Concept) Development

Stage 6—Deratellization
- Returns to extrinsic valuation.
- Now finds worth in what he or she can do.
- Work becomes its own reward.
- Developes internal feelings of self-worth.
- He or she is OK.

SUPER—Caree Development Exploration Stage

- Self-examination, role try-out and occupational exploration take place in school.
- Leisure activities.
- Part-time work.

Tentative Substage
- More precise role tryout via part time jobs, leisure activities and other similar experiences.
- Transition Substage (18-21)

MASLOW—Motivational Hierarchy

Level IV—Ego Needs
- Needs related to one's self-esteem, self-confidence, independence, achievement, competence, and knowledge.
- Needs related to one's reputation, status, recognition, appreciation, the deserved respect of others.

Level V—Self-Actualization Needs
- Producing for the sheer joy of producing.
- Realizing one's potentialities.
- Being creative, compassionate.
- Continued self-development, self-started.
- Sensitive to the needs of others, empathetic, compassionate.

LOEVINGER—Ego Development

Stage 6—Conscientious
- Self-evaluated standards.
- Self-criticism and a sense of responsibility.
- Guilt for consequences.
- Concern for communication.
- Differentiated feelings and motives for behavior.
- Self-respect, achievements.
- Values others.

Add Individualistic
- Heightened sense of individuality (identity) and emotional dependence.
- Tolerant of self and others.
- Differentiation of inner life from outer.

Add Autonomous
- Capacity to acknowledge and cope with inner conflict.
- Tolerance.
- Respect for autonomy, interdependence.
- Role conception, self-fulfillment, self in social context.

Add Integrated
- Self-actualizing.
- Reconciling inner conflicts.
- Cherishing individuality.
- Sense of identity.

Developmental Factors

Physical Development
- Disharmony of body
- Spurt followed by delay
- Development
- Improved regulation and stabilization of growth

Affectivity
- Emotional
- Life more or less under control
- Still insecure
- Likes himself or herself and idealizes his or her character

Vision of World
- Interested in the world of fad and fashion
- Time sense distorted
- Impatient
- Has a strong desire for immediacy

Memory
- Excellent for objective information
- Abstract ideas becoming more common

Thinking: Concrete-Inductive
- Can now work well in concrete thinking
- More philosophical than concrete

Activity
- Hyper activity
- Often impulsive behavior
- Strong vital drives

Needs
- Needs tasks with definite objective status
- Needs to refashion a new personality
- Needs are idealistic
- Has strong, natural, moral drives
- Seeks self-improvement and self-perfection

Moral Conscience
- Personal
- Autonomous
- Danger of conformism
- Each milieu has its own moral standards

Social Development
- Greater sociability
- Ready for group action and group leadership
- Strong peer group influence
- Makes an absolute of social demands
- Peer group influence very strong

Thinking: Abstract-Deductive
- Can now work well with abstract thinking
- Becomes more intellectual and reflective

Level 12: Developmental Theories — Chronological Age: 17,18,1

KOHLBERG–Moral Development

Level II–Conventional Role Conformity

Stage 4–Law and Order Orientation
- Right behavior consists of doing one's duty, showing respect for authority and maintaining the given social order for its own sake.
- Transition involves skepticism, egoism, and relativism.

Level III–Post-Conventional Autonomous or Principled Level

Stage 5–Social Contract Realistic Orientation
- Right action is in terms of individual rights, and in terms of standards examined and agreed upon by the whole society.

Stage 6–Universal Ethical Principle Orientation
- Abstract and ethical (golden rule), self-chosen according to logical comprehensiveness, universality, consistency.
- Universal principles of justice, reciprocity and equality of human rights and of respect for the dignity of human beings as individuals.

PIAGET–Cognitive Development

Stage 4–Formal Operations or Logical and Symbolic Thought
- Full formal patterns of thinking.
- Logical, rational, abstract strategies.
- Symbolic meaning increases, similies can be understood.
- Generalizations and theories are understood.
- Simulated abstract thinking.
- Freed from dependence upon perceptual realities.
- Propositional statements can be dealt with and related.

ERICKSON–Social Development

Stage 5–Identity vs. Role confusion.
- Puberty and adolescent stage.
- Striving to know who he or she is and what is his or her role in society.
- Often preoccupied with how he or she appears to others.
- Not all struggle for identity is conscious.

Stage 6–Intimacy vs. Isolation
- Young adulthood–to age 30.

MASLOW–Motivational Hierarchy

Level IV–Ego Needs
- Needs related to one's self-esteem, self-confidence, independence, achievement, competence, and knowledge.
- Needs related to one's reputation, status, recognition, appreciation, the deserved respect of others.

Level V–Self-Actualization Needs
- Producing for the sheer joy of producing.
- Realizing one's potentialities.
- Being creative, compassionate.
- Continued self-development, self-started.
- Sensitive to the needs of others, empathetic, compassionate.

SUPER–Career Development Exploration Stage
- Self-examination, role try-out and occupational exploration take place in school.
- Leisure activities.
- Part-time work.

Tentative Substage
- More precise role tryout via part time jobs, leisure activities and other similar experiences.
- Transition Substage (18 21)

AUSUBEL–Ego (Self Concept) Development

Stage 6–Desatellization
- Returns to extrinsic valuation.
- Now finds worth in what he or she can do.
- Work becomes its own reward.
- Developes internal feelings of self-worth.
- He or she is OK.

LOEVINGER–Ego Development

Stage 6–Conscientious
- Self evaluated standards.
- Self-criticism and a sense of responsibility.
- Guilt for consequences.
- Concern for communication.
- Differentiated feelings and motives for behavior.
- Self-respect, achievements.
- Values others.

Add Individualistic
- Heightened sense of individuality (identity) and emotional dependence
- Tolerant of self and others.
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Add Autonomous
- Capacity to acknowledge and cope with inner conflict.
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- Role conception, self-fulfillment, self in social context.

Add Integrated
- Self-actualizing.
- Reconciling inner conflicts.
- Cherishing individuality.
- Sense of identity.

Developmental Factors

Physical Development
- Disharmony of body
- Spurt followed by delay
- Development
- Improved regulation and stabilization of growth

Affectivity
- Emotional
- Life more or less under control
- Still insecure
- Likes himself or herself and idealizes his or her character

Vision of World
- Interested in the world of fad and fashion
- Time sense distorted
- Impatient
- Has a strong desire for immediacy

Memory
- Excellent for objective information
- Abstract ideas becoming more common

Thinking: Concrete Inductive
- Can now work well in concrete thinking
- More philosophical than concrete

Activity
- Hyper activity
- Often impulsive behavior
- Strong vital drives

Needs
- Needs tasks with definite objective status
- Needs to refashion a new personality
- Needs are idealistic
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Moral Conscience
- Personal
- Autonomous
- Danger of conformism
- Each milieu has its own moral standards

Social Development
- Greater sociability
- Ready for group action and group leadership
- Strong peer group influence
- Makes an absolute of social demands
- Peer group influence very strong

Thinking: Abstract Deductive
- Can now work well with abstract thinking
- Becomes more intellectual and reflective

LANGUAGE ARTS

LEVEL ENTRY

Study Skills

		Knowledge	Rules and Gen.	Values	Processes
400-501 (115)	The student is able to demonstrate the ability to use gross and fine motor skills effectively by:				
	a. Skipping on alternate feet.		X		Moving
	b. Hopping in a forward direction.	X			Moving
	c. Catching a ball.	X			Moving
	d. Walking a balance beam forward, backward and sideways.	X			Moving
	e. Manipulating crayons, pencils, paints, and scissors using the correct hand position.	X			Manipulating
400-502 (102) (115) (805)	The student is able to determine how to handle books and get materials from classroom libraries and school media centers by:				
	a. Handling books in an appropriate manner.	X	X		Associating Restructuring Behavior
	b. Getting materials from the classroom library.	X	X		Evaluating Deciding Restructuring Behavior
	c. Getting materials from the school media center.	X	X		Evaluating Deciding Restructuring Behavior

LANGUAGE ARTS

LEVEL ENTRY

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
400-601 (108) (112) (401) (404) (701) (703)	The student is able to show pleasure when engaged in telling experiences and dramatizing events by:				
	a. Showing enjoyment while telling about personal experiences and creations.			X	Reacting Speaking
	b. Showing enjoyment while dramatizing events from stories.			X	Reacting Speaking
	c. Showing enjoyment while using imaginative dialogue in play situations.			X	Showing Pleasure Gesturing Speaking Dramatization
	d. Showing positive responses to praise given for his or her original or unique language contribution.			X	Selecting Showing Pleasure Gesturing Speaking
400-602 (108) (112) (115) (401) (404) (707)	The student is able to show enjoyment of listening by:				
	a. Showing observable interest and pleasure when listening to stories, poems and plays.			X	Hearing Reacting
	b. Showing observable interest and pleasure when listening to the experiences of others.			X	Hearing Reacting
400-603 (108) (112) (115) (401) (404) (701) (703)	The student is able to show pleasure while engaged in individual and group writing experiences by:				
	a. Showing enjoyment while participating in group composing experiences.			X	Manipulating Reacting Creating Speaking Writing
	b. Showing enjoyment while using language creatively in individual composing experiences; e.g., dictating experiences or imaginary happenings for someone else to write.			X	Manipulating Reacting Creating Speaking Writing

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LANGUAGE ARTS

LEVEL ENTRY

Literature

		Knowledge	Rules and Gen.	Values	Processes
400-701 (101) (309) (311) (312) (408) (411) (701) (707) (708)	The student is able to recognize stories by:				
	a. Identifying who or what stories are about.	X			Hearing Decoding Speaking
	b. Identifying what happened in stories.	X			Hearing Decoding Speaking
	c. Identifying where stories happened.	X			Hearing Decoding Speaking
	d. Identifying when stories happened.	X			Hearing Decoding Speaking
400-702 (101) (309) (311) (312) (408) (411) (701) (707) (708)	The student is able to recognize what nursery rhymes and other short poems tell about and personal reactions to them by:				
	a. Identifying the characters and happenings related in nursery rhymes.	X			Hearing Decoding Speaking
	b. Identifying what short poems tell about.	X			Hearing Decoding Speaking
	c. Identifying personal feelings about nursery rhymes and short poems that have been read about.	X			Hearing Decoding Reacting

LANGUAGE ARTS

LEVEL ENTRY

Composition

		Knowledge	Rules and Gen	Values	Processes
0-801 101) 102) 115) 805)	The student is able to participate in the dictation of individual and group compositions to be recorded in written form for evaluation, revision and sharing by:				
	a. Dictating, in individual and group situations, words and phrases that describe people, places and things.	X			Summarizing Associating Synthesizing Reacting Creating Speaking
	b. Dictating, in individual and group situations, sentences that tell about experiences, ideas and reactions.	X			Summarizing Associating Synthesizing Reacting Creating Speaking
	c. Dictating, in individual and group situations, stories and experiences to be recorded in written form for evaluation, revision and sharing.	X			Summarizing Associating Synthesizing Reacting Creating Speaking
0-802 108) 115) 805)	The student is able to compose complete, correct sentences that tell personal feelings, ideas, experiences, opinions, observations, and reactions, dictating them to someone else to be recorded in written form, evaluating and revising them as necessary to assure accurate expression of the meaning intended by:				
	a. Dictating to another person for recording in written form complete sentences that tell personal feelings, ideas, experiences, opinions, observations and reactions.	X			Ordering Reacting Creating Speaking
	b. Evaluating the message expressed in the written form of the original sentences composed as they are read aloud.	X			Hearing Decoding Evaluating

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LANGUAGE ARTS

LEVEL ENTRY

Composition

		Knowledge	Rules and Gen.	Values	Processes
400-802 (Continued)					
	c. Identifying changes that need to be made in the sentences to have them express the messages intended in complete, correct sentences.	X			Hearing Altering Analyzing Testing Reacting Deciding Solving Problems
	d. Dictating the sentences to someone for recording in written form, making the changes needed to produce complete, correct sentences that clearly express the intended message.	X			Ordering Analyzing Associating Reacting Creating Speaking
400-803 (115) (805)	The student is able to use writing tools to form letters and first names by:				
	a. Holding pencils and crayons correctly to draw or trace straight, vertical, horizontal, zigzag or curved lines and to trace circles, routes and paths.	X	X		Manipulating Drawing Writing
	b. Assuming proper body position for writing.	X			Restructuring Behavior
	c. Placing the paper in proper position for writing.	X			Restructuring Behavior
	d. Writing the capital letters correctly, using models.	X			Viewing Writing
	e. Writing lower case letters correctly, using models.	X			Viewing Writing
	f. Writing his or her first name legibly and correctly.		X		Naming Ordering Decoding Associating Writing

LANGUAGE ARTS

LEVEL ENTRY

Speaking and Listening

		Knowledge	Rules and Gen.	Values	Processes
00-901 (115) (401) (805)	The student is able to demonstrate the ability to say basic speech sounds audibly and clearly by:				
	a. Producing correctly the sounds of p, b, m, h and w.	X			Vocalizing
	b. Producing correctly the sounds of d, n, y, k, g and ing in initial, medial and final positions.	X	X		Vocalizing
	c. Producing correctly the sound of f in initial, medial and final positions.	X	X		Vocalizing
	d. Speaking loudly enough to be heard when speaking in group situations.		X		Vocalizing
	e. Pronouncing words clearly enough to be understood when speaking in group situations.		X		Vocalizing
00-902	The student is able to demonstrate accepted oral usage of pronouns that refer to females, males, things and self and forms of the verb be appropriately when speaking by:				
	a. Selecting, when speaking, the correct pronoun forms to use to refer to women and girls; i.e., she, her, hers.	X	X		Testing Speaking
	b. Selecting, when speaking, the correct pronoun forms to use to refer to men and boys; i.e., he, him, his.	X	X		Testing Speaking
	c. Selecting, when speaking, the correct pronoun forms to use to refer to himself or herself; i.e., I, me, my, mine.	X	X		Testing Speaking
	d. Selecting, when speaking, the correct pronoun forms to use when referring to objects and places; i.e., it, its.	X	X		Testing Speaking
	e. Selecting, when speaking, the correct present or past tense forms of the verb be to use to agree with their subjects.	X	X		Testing Speaking

LANGUAGE ARTS

LEVEL ENTRY

Speaking and Listening Page 2

		Knowledge	Rules and Gen	Values	Processes
400-903 (115) (401) (805)	The student is able to demonstrate the ability to listen attentively for information by:				
	a. Paying attention to teachers or other persons who are speaking.	X		X	Hearing Restructuring Behavior
	b. Repeating short phrases he or she has heard.	X			Hearing Reacting Encoding Speaking
	c. Repeating short sentences after hearing them once.	X			Hearing Reacting Encoding Speaking
	d. Following one-step directions after hearing them once.			X	Hearing Decoding Speaking
400-904 (101) (104) (108) (112) (115) (204) (301) (312) (401) (404) (406) (804) (805)	The student is able to communicate orally ideas, information, opinions, descriptions, feelings and answers to questions appropriately in conversations and discussions and memorized material in recitations and songs by:				
	a. Expressing ideas, opinions and reactions to topics and school situations and answers to questions in complete sentences.	X	X		Hearing Evaluating Associating Reacting Speaking
	b. Talking with others without monopolizing conversations.	X	X	X	Hearing Evaluating Speaking
	c. Telling how things look, feel, sound, taste and smell.	X	X		Associating Reacting Speaking
	d. Expressing thoughts and feelings about stories, plays, poems, movies, television programs and personal experiences.	X	X	X	Associating Evaluating Reacting

	Knowledge	Rules and Gen.	Values	Processes
00-904 (Continued)				
e. Reciting correctly his or her name, address, telephone number, the days of the week and short poems.	X			Decoding Ordering Encoding Speaking
f. Singing short songs from memory.	X			Decoding Ordering Encoding Singing

LANGUAGE ARTS

LEVEL ENTRY

Grammar and Usage

		Knowledge	Rules and Gen	Values	Processes
400-001 (115)	The student is able to recognize spoken sentences by:				
	a. Identifying groups of words that are sentences.		X		Hearing Evaluating Speaking
	b. Identifying groups of words that are not sentences.		X		Hearing Evaluating Speaking

LANGUAGE ARTS

LEVEL ONE

Study Skills

		Knowledge	Rules and Gen	Values	Processes
401-502 (115)	The student is able to recognize the alphabetical order of simple lists, logical task sequences and the organization of materials in books from tables of contents by:				
	a. Identifying lists of words and letters in alphabetical order.	X			Ordering Discriminating Reacting
	b. Identifying logical sequences for tasks and activities.	X			Ordering Discriminating Reacting
	c. Identifying the organization of materials in books from tables of contents.	X			Viewing Inferring Discriminating Reacting
401-503 (115)	The student is able to recognize relationships between printed and spoken language by:				
	a. Identifying examples of spoken language in printed reading materials.	X			Viewing Decoding Interpreting Speaking
	b. Recording examples of spoken language in written form.	X			Hearing Ordering Relating Synthesizing Writing
	c. Translating examples of written language into spoken words.	X			Viewing Decoding Relating Speaking

LANGUAGE ARTS

LEVEL ONE

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
401-601 (108) (112) (401) (404) (701) (703)	The student is able to demonstrate enjoyment of telling experiences and retelling stories by:				
	a. Showing pleasure when telling others about personal experiences.	X	X		Interpreting Recalling Reacting Speaking
	b. Showing pleasure when retelling stories to others.	X	X		Interpreting Recalling Reacting Speaking
401-602 (108) (112) (401) (404)	The student is able to demonstrate enjoyment of listening to others tell experiences, retell stories, and read stories aloud by:				
	a. Showing pleasure when listening to others tell about personal experiences.			X	Hearing Decoding Associating Reacting
	b. Showing pleasure when listening to others retell stories.			X	Hearing Decoding Associating Reacting
	c. Showing pleasure when listening to others read stories aloud.			X	Hearing Decoding Associating Reacting
401-603 (108) (112) (401) (404) (701) (703)	The student is able to demonstrate enjoyment of writing about experiences and reactions to literature by:				
	a. Showing pleasure when writing original stories to share.	X	X	X	Showing Enjoyment Creating Speaking Writing
	b. Showing pleasure when writing about personal experiences.	X	X	X	Ordering Showing Enjoyment Associating Resturcturing Creating Writing

		Knowledge	Rules and Gen.	Values	Processes
401-603 (Continued)					
	c. Showing pleasure when writing personal thoughts and feelings about stories and poems.	X	X	X	Ordering Showing Enjoymen Associating Restructuring Creating Writing
401-604 (108) (112) (401) (404) (701)	The student is able to demonstrate enjoyment of reading as a source of entertainment by:				
	a. Showing pleasure when selecting stories to read to others.			X	Showing Enjoymen Selecting Decoding Interpreting Speaking
	b. Showing pleasure when using reading as a source of entertainment readily available at his or her command.	X		X	Selecting Showing Enjoymen
	c. Showing pleasure when reading as a leisure time activity.	X		X	Selecting Showing Enjoymen
401-605 (108) (401) (701)	The student is able to demonstrate enjoyment of sharing stories and poems through paintings and other forms of art by:				
	a. Showing pleasure when sharing personal ideas about stories through painting and other forms of art.	X		X	Interpreting Showing Enjoymen Creating Writing Using Art Media Singing Dancing
	b. Showing pleasure when sharing personal reactions to poems through painting and other forms of art.	X		X	Interpreting Showing Enjoymen Creating Writing Using Art Media Singing Dancing

LANGUAGE ARTS

LEVEL ONE

Literature

		Knowledge	Rules and Gen	Values	Processes
1-701 703) 707)	The student is able to recognize fantasy in fairy tales, stories and poems by:				
	a. Identifying make-believe characters.	X			Hearing Labeling Decoding Relating Speaking
	b. Identifying make-believe events and happenings.	X			Hearing Labeling Decoding Relating Speaking
	c. Identifying make-believe situations.	X			Hearing Labeling Decoding Relating Speaking
1-702 703) 707)	The student is able to recognize emotional appeal, rhyme, and fantasy in poetry by:				
	a. Identifying how he or she feels about poems which have been read or presented orally.				Hearing Using Sensors Reacting Speaking
	b. Identifying words that rhyme in rhyming poems.	X			Hearing Decoding Discriminating Selecting Speaking
	c. Identifying the beat of poems that have strong rhythm.	X			Hearing Using Sensors Interpreting Gesturing
	d. Identifying make-believe people, creatures, situations and events in poems that deal with fantasies.	X			Hearing Labeling Decoding Relating Speaking

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LANGUAGE ARTS

LEVEL ONE

Written Composition

		Knowledge	Rules and Gen.	Values	Processes
401-801 (115) (805)	The student is able to express ideas and information in complete written sentences in which the words are arranged in logical sentence order and that clearly state the meanings intended by:				
	a. Expressing ideas and information clearly in written form.	X	X		Recording Selecting Ordering Manipulating Summarizing Creating Writing
	b. Arranging words in logical order in sentences.	X	X		Encoding Writing
	c. Expressing complete thoughts in the sentences he or she writes.	X	X		Synthesizing Testing Writing
	d. Evaluating and revising written sentences to improve the way ideas are expressed.	X	X		Viewing Evaluating Altering Analyzing Testing Reacting Deciding Solving Problems Writing
401-802 (115) (805)	The student is able to write sentences in which personal pronouns are used correctly to refer to males and females and in which the forms of be are used correctly by:				
	a. Using he, him and his to refer to males.	X	X		Selecting Synthesizing Writing
	b. Using she, her and hers to refer to females.	X	X		Selecting Synthesizing Writing
	c. Using is, am and are correctly to express present time and to agree with the subject; e.g., I am here. (We, You, They) are here. (He, She, It) is here.	X	X		Selecting Synthesizing Writing

		Knowledge	Rules and Gen.	Values	Processes
401-802 (Cont.)					
	d. Using was and were correctly to express past time and to agree with the subject; e.g., (I, He, She, It) was late. (You, We, They) were late.	X	X		Selecting Synthesizing Writing
401-803 (115) (805)	The student is able to produce properly formed manuscript letters when writing by:				
	a. Forming capital manuscript letters correctly without models.	X	X		Writing
	b. Forming lower case manuscript letters correctly without models.	X	X		Writing
	c. Writing his or her first and last name correctly without models.	X	X		Naming Writing
	d. Writing the alphabet in correct sequence without models.	X	X		Naming Associating Writing
	e. Copying words and sentences accurately and legibly.	X	X		Viewing Decoding Writing
	f. Proofreading to identify and correct penmanship errors in written compositions and papers.	X	X		Evaluating Decoding Testing Writing
401-804 (115) (805)	The student is able to write properly spelled first-level words by:				
	a. Spelling correctly first-level sight words from a basic list.	X	X		Decoding Writing
	b. Spelling correctly first-level, phonetic, short-vowel words from a basic list.	X	X		Decoding Writing
	c. Spelling correctly the common pronouns.	X	X		Decoding Writing
	d. Spelling correctly first-level, phonetic, long-vowel words from a basic list.	X	X		Decoding Writing
	e. Spelling correctly his or her first and last names.	X	X		Decoding Writing

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		Knowledge	Rules and Gen.	Values	Processes
401-804 (Cont.)					
	f. Proofreading to identify and correct misspelled words in written work.	X	X		Decoding Testing Writing
401-805 (115) (805)	The student is able to write properly capitalized initial words in sentences, names, the word I and sentences with appropriate end punctuation by:				
	a. Using capital letters correctly to write the first letters of his or her first and last name and the first and last names of other people.	X	X		Classifying Decoding Writing
	b. Using a capital letter correctly to write the word I.	X	X		Classifying Decoding Writing
	c. Using capital letters correctly to write the first letters of the first words in sentences.	X	X		Classifying Decoding Writing
	d. Using periods at the ends of sentences that make statements or tell people to do things, question marks at the ends of sentences that ask questions and exclamation points at the ends of sentences that express strong feelings.	X	X		Classifying Decoding Interpreting Writing
	e. Proofreading to identify and correct capitalization punctuation errors in written work.	X	X		Testing Writing

LANGUAGE ARTS

LEVEL ONE

Speaking and Listening

	Knowledge	Rules and Gen.	Values	Processes
01 The student is able to talk loudly enough to be heard without disturbing those not in the intended audience, producing clearly articulated letter sounds, using sound-blending letter processes effectively, and pronouncing clearly the words used by:				
a. Speaking loudly enough to be heard by small groups of classmates or friends.	X			Vocalizing
b. Speaking quietly enough to be heard by small groups of classmates or friends.	X			Vocalizing
c. Producing correctly the sounds of v, sh, (z), ch, th (as in them) and l (as in lake) in initial, medial and final positions.	X	X		Hearing Vocalizing
d. Sound-blending letter sounds appropriately to pronounce correctly the words in basic first-level sight vocabularies.	X			Deciding Associating Synthesizing Vocalizing
e. Pronouncing clearly the words he or she uses.	X			Synthesizing Vocalizing
02 The student is able to demonstrate accepted usage of do, go, run, see, have and ride when speaking by:				
a. Using correctly do-does, go-goes, run-runs, see-sees, have-has, and ride-rides when speaking of a present time of action.	X	X		Hearing Discriminating Testing Speaking
b. Using correctly did, went, saw, had and rode when speaking of a past time of action.	X	X		Hearing Discriminating Testing Speaking
c. Using correctly done, gone, seen and ridden after has, have or had when speaking.	X	X		Hearing Discriminating Testing Speaking
d. Using correctly run, have, see, ride, are, and were with a plural subject when speaking.	X	X		Hearing Discriminating Testing Speaking

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LANGUAGE ARTS

LEVEL ONE

Speaking and Listening

		Knowledge	Rules and Gen.	Values	Processes
401-901 (115) (401) (803)	The student is able to talk loudly enough to be heard without disturbing those not in the intended audience, producing clearly articulated letter sounds, using sound-blending letter processes effectively, and pronouncing clearly the words used by:				
	a. Speaking loudly enough to be heard by small groups of classmates or friends.	X			Vocalizing
	b. Speaking quietly enough to be heard by small groups of classmates or friends without disturbing others.	X			Vocalizing
	c. Producing correctly the sounds of v, sh, (z), ch, th (as in them) and l (as in lake) in initial, medial and final positions.	X			Hearing Vocalizing
	d. Sound blending letter sounds appropriately to pronounce correctly the words in basic first-level sight vocabularies.	X			Deciding Associating Synthesizing Vocalizing
	e. Pronouncing clearly the words he or she uses.	X			Synthesizing Vocalizing
401-902 (115) (301) (401) (805)	The student is able to demonstrate accepted usage of do, go, run, see, have and ride when speaking by:				
	a. Using correctly do-does, go-goes, run-runs, see-sees, have-has, and ride-rides when speaking of a present time of action.	X	X		Hearing Discriminating Testing Speaking
	b. Using correctly did, went, saw, had and rode when speaking of a past time of action.	X	X		Hearing Discriminating Testing Speaking
	c. Using correctly done, gone, seen and ridden after has, have or had when speaking.	X	X		Hearing Discriminating Testing Speaking
	d. Using correctly run, have, see, ride, are, and were with a plural subject when speaking.	X	X		Hearing Discriminating Testing Speaking

LANGUAGE ARTS

LEVEL ONE

Speaking and Listening

	Knowledge	Rules and Gen	Values	Processes
902 (Cont.)				
e. Using correctly does, goes, runs, sees, rides and has with a singular subject when speaking.	X	X		Hearing Discriminating Testing Speaking
903 The student is able to listen attentively, without interrupting, to presentations to recall information, directions and stories by:				
a. Paying attention to those who are speaking or presenting.	X			Hearing Reacting Restructuring Behavior
b. Listening, without interrupting, to information, directions, stories, poems and plays.	X			Hearing Restructuring Behavior
c. Waiting to respond until presentations and speakers are finished.	X			Hearing Restructuring Behavior
d. Repeating information or sets of directions after hearing them.	X			Hearing Decoding Reacting Speaking
e. Following two-step directions after hearing them once.	X			Hearing Decoding Reacting
f. Recalling stories after hearing them stating the main idea and such details as names, places, times, colors and actions.	X			Hearing Decoding Associating Reacting Speaking
904 The student is able to communicate orally reading material, questions, explanations, information and ideas about subjects and memorized information and selections by:				
a. Reading aloud fluently, appropriate first-level selections.	X			Decoding Associating Reacting Speaking

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	Knowledge	Rules and Gen	Values	Processes
401-904 (Cont.)				
b. Asking questions to meet his or her needs.	X			Evaluating Solving Problems Speaking
c. Explaining simple processes and activities.	X			Ordering Associating Synthesizing Reacting Speaking
d. Staying on the topic when telling information or talking to others.	X			Ordering Decoding Associating Reacting Speaking
e. Reciting, correctly from memory, the letters of the alphabet in order, the correct spelling list and appropriate first-level poems and short prose selections.	X			Ordering Decoding Reacting Encoding Speaking

LANGUAGE ARTS

LEVEL ONE

Grammar and Usage

		Knowledge	Rules and Gen.	Values	Processes
1-001 115)	The student is able to recognize sentences by:				
	a. Identifying complete ideas that sentences express.	X			Evaluating Decoding Encoding
	b. Identifying word-order patterns that form sentences.	X	X		Evaluating Decoding Encoding
	c. Identifying the beginnings of written sentences from capitalized first words.	X	X		Viewing Evaluating Decoding Deciding
	d. Identifying the ends of written sentences from end punctuation; i.e., periods, question marks, exclamation points.	X	X		Viewing Evaluating Decoding Deciding
	e. Identifying examples of complete written and spoken sentences.	X	X		Hearing Viewing Evaluating Decoding Deciding
1-002 115)	The student is able to recognize the two parts required to form sentences by:				
	a. Identifying who or what the sentences tell about.	X	X		Hearing Viewing Decoding Relating Testing Deciding Speaking
	b. Identifying what happens in sentences.	X	X		Hearing Viewing Decoding Relating Testing Deciding Speaking
	c. Identifying groups of words that are not sentences because one of the main parts is missing.	X	X		Hearing Viewing Decoding Relating Testing Deciding Speaking

LANGUAGE ARTS

LEVEL ONE

Grammar and Usage

		Knowledge	Rules and Gen.	Values	Processes
401-003 (115)	The student is able to recognize words that name, how they change their spelling to name more than one, names that should be capitalized and names that should not be capitalized by:				
	a. Identifying words that name people, objects, and places in sentences.	X	X		Hearing Viewing Decoding Associating Testing Deciding Speaking
	b. Identifying how names show that more than one is being named; i.e., adding an s or es ending or changing the spelling of the word: boy-boys, box-boxes, man-men.	X	X		Hearing Viewing Decoding Associating Testing Deciding Speaking
	c. Identifying special names that should be capitalized; i.e., words that name specific people, places and objects: Betty, Utah, The Queen Mary.	X	X		Hearing Viewing Decoding Associating Testing Deciding Speaking
	d. Identifying names that should not be capitalized; i.e., words which name people, places, and objects in general are not capitalized unless they are the first words in sentences: girl, state, ship.	X	X		Hearing Viewing Decoding Associating Testing Deciding Speaking
401-004 (115)	The student is able to recognize correct use of singular personal pronouns by:				
	a. Identifying pronouns used correctly in place of the names of men and boys; i.e., he, him, his.	X	X		Hearing Viewing Operations Evaluating
	b. Identifying pronouns used correctly in place of the names of women and girls; i.e., she, her, hers.	X	X		Hearing Viewing Operations Evaluating

-004 (Cont.)

	Knowledge	Rules and Gen.	Values	Processes
c. Identifying pronouns used correctly in place of the names of objects, places, and ideas; i.e., it, its.	X	X		Hearing Viewing Operations Evaluating
d. Identifying pronouns used correctly by someone who is speaking to refer to himself or herself; i.e., I, me, my, mine.	X	X		Hearing Viewing Operations Evaluating

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LANGUAGE ARTS

LEVEL TWO

Study Skills

		Knowledge	Rules and Gen.	Values	Processes
402-502 (102) (115) (805)	The student is able to recognize media center organization and processes by:				
	a. Identifying words and letters arranged in alphabetical order to the first, second and third letters of the alphabet in the organization of media materials.	X			Ordering Decoding Interpreting Problem Solving
	b. Identifying alphabetical organization to the first, second and third letter to use to locate information in media centers.	X			Decoding Associating Locating Selecting
	c. Identifying the general organization of media centers to use to locate desired information.	X			Ordering Analyzing Associating Locating Selecting
	d. Identifying the procedures for checking materials in and out of media centers.	X			Locating Interpreting Relating Reacting Selecting
402-503 (102) (115) (805)	The student is able to determine the meanings of short, simple directions by:				
	a. Identifying the meaning of written directions.	X			Decoding Interpreting Relating Deciding
	b. Following written directions accurately.	X			Decoding Interpreting Relating Deciding Reacting
402-504 (102) (115) (805)	The student is able to determine information about familiar locations from simple maps of classrooms and local neighborhoods by:				
	a. Identifying the location of familiar objects on classroom maps	X			Locating Interpreting Relating Deciding

LANGUAGE ARTS

LEVEL TWO

Study Skills

02-504 (Continued)

	Knowledge	Rules and Gen.	Values	Processes
b. Identifying the locations of familiar places and buildings on local neighborhood maps.	X	X		Locating Interpreting Relating Deciding
c. Identifying the shortest way to get from one place to another from simple maps of the local neighborhood.	X	X		Locating Interpreting Relating Deciding

LANGUAGE ARTS

LEVEL TWO

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
402-601 (108) (112) (401) (404) (701) (703)	The student is able to demonstrate pleasure when sharing stories, poems, experiences, feelings, reactions and opinions in conversations, discussions and dramatizations by:				
	a. Showing enjoyment when telling experiences, stories and poems to others.	X		X	Decoding Associating Synthesizing Encoding Reacting Speaking
	b. Showing enjoyment when participating in the preparation and presentation of dramatizations of stories, poems, and experiences.	X		X	Decoding Associating Synthesizing Reacting Encoding Dramatizing
	c. Showing enjoyment when telling personal feelings, reactions and opinions in conversations and discussions.	X		X	Interpreting Associating Synthesizing Generalizing Reacting Encoding Speaking
402-602 (108) (112) (401) (404)	The student is able to respond in a manner which shows value of opportunities to listen to presentations, dramatizations, conversations and discussions by:				
	a. Showing pleasure while listening attentively to presentations and dramatizations.			X	Hearing Decoding Associating Reacting
	b. Showing pleasure when actively involved in conversations and discussions.			X	Hearing Decoding Associating Reacting

LANGUAGE ARTS

LEVEL TWO

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
2-603 (08) (12) (01)	The student is able to demonstrate pleasure when writing creative ideas for others to read by:				
(04) (01) (03)	a. Showing enjoyment when writing descriptions to share with others, telling how things look, taste, smell, feel or sound.			X	Associating Synthesizing Reacting Encoding Creating Writing
	b. Showing enjoyment when expressing in written compositions to be read by others personal thoughts about stories and storybook characters.			X	Associating Synthesizing Reacting Encoding Creating Writing
2-604 (08) (12) (01)	The student is able to respond in a manner which shows that he or she values using imagination when reading stories or poems by:				
(04) (01) (03)	a. Showing value of opportunities to use reading skills to experience original ideas found in prose and poetry.			X	Decoding Interpreting Reacting
	b. Showing value of opportunities to read during leisure time.			X	Decoding Interpreting Reacting
	c. Showing value of opportunities to select a variety of reading materials for personal use.			X	Selecting Reacting
	d. Showing value of praise for improvement in reading ability and imaginative involvement in reading.			X	Reacting
2-605 (108) (112) (401)	The student is able to demonstrate pleasure when sharing real or imagined experiences through pictures by:				
(404) (701) (703)	a. Showing enjoyment when creating and presenting pictures to share a real or imagined experience.	X		X	Synthesizing Encoding Creating Speaking Writing Using Art Media

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LANGUAGE ARTS

LEVEL TWO

Affective Language

	Knowledge	Rules and Gen	Values	Processes
402-605 (Continued)				
b. Showing enjoyment when experiencing a real or imagined experience through pictures; e.g., those created and presented by the students or by adults, those presented by filmstrips, slides, movies or by television.	X		X	Viewing Hearing Decoding Interpreting Reacting

LANGUAGE ARTS

LEVEL TWO

Literature

		Knowledge	Rules and Gen	Values	Processes
02-701 (101) (109) (202) (203) (204) (309) (312) (408) (411) (701)	The student is able to recognize settings, characters and feelings in stories by:				
	a. Identifying when and where events in stories and poems take place.	X			Decoding Relating Reacting
	b. Identifying main characters in stories.	X			Decoding Discriminating Reacting
	c. Identifying words that describe storybook characters.	X			Decoding Discriminating Reacting
	d. Identifying what characters do in stories.	X			Decoding Relating Reacting
	e. Identifying whether or not characters, events, actions and situations in stories are happy, sad, funny or mysterious.	X			Classifying Decoding Inferring Reacting
02-702 (101) (109) (112) (309) (701) (703)	The student is able to recognize descriptions in poetry by:				
	a. Identifying words or phrases poets use to create sensory impressions.	X			Viewing Hearing Decoding Interpreting Reacting
	b. Identifying descriptions of people and other creatures in poems.	X			Viewing Hearing Decoding Interpreting Reacting
	c. Identifying descriptions of the ways people feel and the way situations make people feel in poems.	X			Viewing Hearing Decoding Interpreting Reacting

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	Knowledge	Rules and Gen.	Values	Processes
402-702 (Continued)				
d. Identifying descriptions of objects and places in poetry.	X			Viewing Hearing Decoding Interpreting Reacting
e. Identifying descriptions of actions, events, and situations in poems.	X			Viewing Hearing Decoding Interpreting Reacting

LANGUAGE ARTS

LEVEL TWO

Composition

	Knowledge	Rules and Gen	Values	Processes
The student is able to compose written questions and statements which describe objects, feelings and persons effectively in correct, complete sentences by:				
a. Writing questions with the words arranged in an order that expresses the questions clearly and completely.	X		X	Arranging Relating Synthesizing Writing
b. Writing clear, accurate descriptions of objects, feelings and people in complete sentences.	X		X	Arranging Relating Synthesizing Writing
c. Using evaluation-revision processes to improve usage and style in written work.	X		X	Evaluating Testing Writing
The student is able to write sentences in which see, have, ride and be are used correctly by:				
a. Using do-does, go-goes, run-runs, see-sees, leave-leaves and ride-rides correctly to express present time of action and to agree with their subjects.	X		X	Synthesizing Selecting Writing
b. Using did, went, ran, saw, left and rode to correctly express past time of action.	X		X	Synthesizing Selecting Writing
c. Using done, gone, seen, left and ridden with has, have or had correctly to express a special time of action.	X		X	Synthesizing Selecting Writing
The student is able to write legible numbers and manuscript letters and words by:				
a. Forming numerals and manuscript letters correctly when writing.	X			Writing
b. Forming numerals and manuscript letters so that they touch the guidelines on manuscript paper, keeping the lines or curves on, above or below the appropriate lines for the letters or numbers.	X			Writing

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LANGUAGE ARTS

LEVEL TWO

Composition

		Knowledge	Rules and Gen	Values	Processes
402-803 (Cont.)					
	c. Spacing letters and words so that they are legible.	X			Writing
	d. Proofreading to identify and correct penmanship errors in written work.	X			Evaluating Decoding Testing Writing
402-804 (115) (805)	The student is able to write properly spelled second-level words by:				
	a. Spelling correctly second-level, sight words from a basic list.	X			Decoding Writing
	b. Spelling correctly second-level, short vowel words, words containing consonant blends, words containing consonant digraphs and words containing vowel-consonant-e (final e) structures.	X			Decoding Writing
	c. Proofreading to identify and correct spelling errors in written work.	X			Evaluating Decoding Testing Writing
402-805 (115) (805)	The student is able to write properly capitalized names of schools, names in addresses and the word I in contractions and properly punctuated addresses, contractions, written expressions of time and words that express strong feeling by:				
	a. Using capital letters to write the first letters of all the words in the complete names of schools, streets, cities, towns, states and countries and the letter representing the pronoun I in contractions.	X			Classifying Decoding Writing
	b. Using commas to separate the names of cities from the names of states when writing addresses.	X	X		Classifying Decoding Interpreting Writing

LANGUAGE ARTS

LEVEL TWO

Composition

	Knowledge	Rules and Gen	Values	Processes
05 (Cont.)				
c. Using apostrophes to show letters omitted when writing contractions.	X	X		Classifying Decoding Interpreting Writing
d. Using colons to separate the numerals representing hours from the numerals representing minutes in written expressions of time.	X	X		Classifying Decoding Interpreting Writing
e. Using exclamation marks after words in sentences that express strong feelings.	X	X		Classifying Decoding Interpreting Writing
f. Proofreading to identify and correct capitalization and punctuation errors in written work.	X	X		Classifying Decoding Testing Writing

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LANGUAGE ARTS

LEVEL TWO

Speaking and Listening

		Knowledge	Rules and Gen.	Values	Processes
402-901 (115) (401) (805)	The student is able to speak with clear pronunciation and adequate control of distracting mannerisms by:				
	a. Producing correctly the sounds of s, z, wh, r and th (as in then) correctly in the initial, medial and final positions.	X			Hearing Vocalizing
	b. Pronuncing correctly all the sounded letters in words.	X			Hearing Vocalizing
	c. Sound blending letter sounds appropriately to pronounce correctly the words in basic second-level sight vocabularies.	X			Hearing Vocalizing
	d. Avoiding the use of distracting gestures, actions and facial expressions when speaking to a group or reading aloud.	X			Testing Gesturing Speaking Dramatizing
402-902 (115) (401) (805)	The student is able to observe accepted usage of get, give, eat, I and me when speaking by:				
	a. Using get-gets, give-gives and eat-eats correctly when speaking of actions taking place in the present.	X	X		Selecting Speaking
	b. Using got, gave and ate correctly when speaking of actions which took place in the past.	X	X		Selecting Speaking
	c. Using gotten, given and eaten correctly with has, have or had when speaking of actions taking place at a special time.	X	X		Selecting Speaking
	d. Using I after other names when it is used as the subject in sentences; e.g., Mary and I will go home.	X	X		Selecting Speaking
	e. Using me after other names when they name the ones that the subjects of the sentences do something for or to; e.g., Fred gave Robert and me some candy. The rocks hit Mary and me.	X	X		Selecting Speaking
	f. Using the pronoun me after other names when they follow to, for, with, by, on or other similar prepositions; e.g., Bob went with Cindy and me.	X	X		Selecting Speaking

LANGUAGE ARTS

LEVEL TWO

Speaking and Listening

		Knowledge	Rules and Gen	Values	Processes
903 5)	The student is able to listen for main ideas, directions and information by:				
	a. Paying attention to presentations without responding until those speaking have finished.	X			Hearing Decoding Associating Reacting Speaking
	b. Restating the main ideas presented by speakers.	X			Hearing Decoding Associating Reacting Speaking
	c. Following spoken three-step directions after hearing them once.	X			Hearing Decoding Interpreting Reacting
	d. Using information that speakers present to answer questions about oral presentations.	X			Hearing Evaluating Decoding Interpreting Deciding Speaking
904 4) 8) 5) 1) 4) 5)	The student is able to use speaking skills to share reading materials, experiences, opinions, reactions and memorized material by:				
	a. Reading second-level selections aloud, fluently and clearly.	X			Decoding Associating Reacting Speaking
	b. Contributing pertinent remarks related to topics being discussed.	X			Hearing Decoding Associating Reacting Speaking
	c. Telling personal experiences and reactions to stories, plays, poems and songs to others.	X			Ordering Reacting Speaking
	d. Expressing opinions appropriately in class and group discussions; i.e., taking turns to speak.	X			Hearing Decoding Deciding Reacting Speaking

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	Knowledge	Rules and Gen.	Values	Processes
402-904 (Continued)				
e. Reciting the correct spellings of words on basic, second-level spelling lists.	X			Decoding Reacting Encoding Speaking
f. Reciting appropriate second-level selections.	X			Decoding Reacting Encoding Speaking

LANGUAGE ARTS

LEVEL TWO

Grammar and Usage

		Knowledge	Rules and Gen.	Values	Processes
01	The student is able to recognize sentences that ask questions, sentences that make statements and sentences that express strong feelings by:				
	a. Identifying the meaning, word order and correct end punctuation of sentences that ask questions, sentences that make statements and sentences that express strong feelings.	X	X		Selecting Decoding Interpreting Discriminating Testing Deciding
	b. Identifying words that are frequently used at the beginning of sentences to ask questions; i.e., who, whose, what, when, why, where, have, had, has, do, did, may, can, could, will, would, shall and should.	X	X		Selecting Decoding Interpreting Discriminating Testing Deciding
	c. Identifying words that express strong feelings; e.g., Help! Ouch! Hey! Good grief!	X	X		Selecting Decoding Interpreting Discriminating Testing Deciding
02	The student is able to recognize subjects and predicates in sentences by:				
	a. Identifying what subjects of sentences tell about; i.e., Who or what is or does what the sentence tells or asks.	X	X		Decoding Analyzing Deciding
	b. Identifying what predicates of sentences tell; i.e., What the subject is or does.	X	X		Decoding Analyzing Deciding
	c. Identifying whether groups of words are sentences or not; i.e., Sentences have either stated or implied subjects and predicates, but groups of words that are not sentences lack subjects or predicates or both subjects and predicates.	X	X		Decoding Analyzing Discriminating Testing Deciding

LANGUAGE ARTS

LEVEL TWO

Grammar and Usage

		Knowledge	Rules and Gen	Values	Processes
402-003 (115)	The student is able to recognize nouns (words that name), words that take the place of nouns (pronouns) and words that express action or condition (verbs) in sentences by:				
	a. Identifying nouns in sentences; i.e., words that name.	X	X		Labeling Classifying Decoding Analyzing Deciding
	b. Identifying pronouns in sentences; i.e., words that can be used to take the place of names (nouns) in sentences.	X	X		Labeling Classifying Decoding Analyzing Decidi.
	c. Identifying verbs in sentences; i.e., words that express action or a condition in sentences (They tell what the subject is or does.).	X	X		Labeling Classifying Decoding Analyzing Deciding
402-004 (115)	The student is able to recognize the appropriate use of do, go, run, see, ride, have and be by:				
	a. Identifying the correct forms of the verbs to use to express the time of action intended in sentences; i.e., do-did-done; go-went-gone; run-ran-run; see-saw-seen; ride-rode-ridden; have-had; is, am, are-was-were-be, being-been.	X	X		Decoding Analyzing Deciding
	b. Identifying the correct forms of the verb to use to agree with the subjects of sentences; i.e., do-does, go-goes, see-sees, ride-rides, has-have, is-am-are, was-were.	X	X		Decoding Analyzing Deciding

LANGUAGE ARTS

LEVEL THREE

Study Skills

		Knowledge	Rules and Gen.	Values	Processes
403-502 (115)	The student is able to recognize the use of alphabetical arrangement, guide words and diacritical keys to determine dictionary orangization by:				
	a. Identifying the location of information in a dictionary using alphabetical organization.	X			Selecting Ordering Decoding
	b. Identifying the meaning of diacritical marks in dictionary entries using diacritical keys.	X			Selecting Decoding Interpreting Associating
	c. Identifying the locations of words in dictionaries using guide words.	X			Decoding Selecting Ordering
403-503 (102) (115) (805)	The student is able to recognize organized study plans and correct interpretation of directions for completing assignments and taking tests as effective study strategies by:				
	a. Identifying well-organized, effective study plans.	X			Evaluating Decoding Analyzing Deciding
	b. Interpreting written directions and patterns to complete assignments and projects.	X			Decoding Interpreting Deciding
	c. Interpreting the directions given in a variety of testing situations.	X			Decoding Interpreting Reacting Deciding
403-504 (115)	The student is able to recognize information provided in the keys to maps to identify what is shown on maps to follow simple directions by:				
	a. Interpreting map keys to identify information; e.g., railroads, highways, cities, water.	X			Decoding Analyzing Relating
	b. Identifying directions on maps; e.g., north, south, east, west.	X			Decoding
	c. Interpreting maps to determine specific locations and routes on maps.	X			Decoding Interpreting Reacting

LANGUAGE ARTS

LEVEL THREE

Affective Language

	Knowledge	Rules and Gen.	Values	Processes
01 The student is able to value opportunities to tell stories and fantasies, to read aloud to others and to express personal reactions to experiences with literature by:				
a. Showing enjoyment when telling imaginative stories or fantasies.			X	Interpreting Associating Reacting Speaking
b. Showing enjoyment when reading aloud to others.			X	Decoding Interpreting Reacting Speaking
c. Showing appreciation of opportunities to express personal reactions to experiences with literature.			X	Inferring Interpreting Reacting Speaking
02 The student is able to enjoy listening for imaginative uses of language and the sounds of language as well as the ideas expressed in oral presentations by:				
a. Showing pleasure when listening to language used creatively and imaginatively.			X	Hearing Decoding Reacting
b. Showing pleasure when listening to language which rhymes, has rhythm, and is alliterative.	X		X	Hearing Classifying Decoding Interpreting Reacting
c. Showing pleasure when listening to well-expressed ideas that have personal interest or appeal.			X	Hearing Decoding Interpreting Associating Reacting

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LANGUAGE ARTS

LEVEL THREE

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
403-603 (108) (113) (401) (404) (701) (703)	The student is able to demonstrate pleasure when using rhyme, rhythm and alliteration to manipulate and experiment with language to write fantasies, limericks, haikus, cinquains and diamentes by:				
	a. Showing enjoyment when using rhyme, rhythm and alliteration to manipulate and experiment with language.			X	Interpreting Associating Reacting Speaking Writing
	b. Showing enjoyment when writing and sharing short, original fantasies.			X	Associating Synthesizing Creating Writing
	c. Showing enjoyment when writing and sharing original limericks.			X	Arranging Synthesizing Creating Writing
	d. Showing enjoyment when writing and sharing examples of original haiku, cinquain and diamenté poetry.			X	Arranging Associating Synthesizing Creating Writing
403-604 (108) (112) (401) (404) (701) (703)	The student is able to value reading as a means of interpreting experiences and communicating with others by:				
	a. Showing appreciation of opportunities to select books which contain information of special interest and appeal.			X	Selecting Reacting Deciding
	b. Showing appreciation of reading as a means of providing opportunities to share ideas of others through creative expression.			X	Speaking Writing Painting Drawing Dramatizing Singing

LANGUAGE ARTS

LEVEL THREE

Affective Language

	Knowledge	Rules and Gen.	Values	Processes
05 The student is able to value opportunities to interpret everyday experiences more effectively as a result of engaging in fantasy through dramatization of fairy tales and science fiction stories, portraying characters in humorous or ridiculous situations by:				
a. Showing enjoyment when interpreting personal experiences and when role playing fairy tales and science fiction characters and events.	X		X	Interpreting Associating Generalizing Reacting Creating
b. Showing enjoyment when interpreting personal experiences and feelings and when using puppets to portray characters in serious, humorous and ridiculous situations.	X		X	Interpreting Associating Generalizing Reacting Creating Speaking Using Art Media Dramatizing

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LANGUAGE ARTS

LEVEL THREE

Literature

		Knowledge	Rules and Gen	Values	Processes
403-701 (101) (109) (112) (304) (309) (311) (312) (313) (701) (704)	The student is able to discriminate between reality and fantasy in literature by:				
	a. Identifying examples of reality in literature selections; i.e., events that could happen and people and places that could exist.	X			Classifying Decoding Analyzing Testing Reacting Deciding
	b. Identifying examples of fantasy in literature selections; i.e., places, people and creatures that do not and have not and probably could not exist and events that could not possibly happen in actual life.	X			Classifying Decoding Analyzing Testing Reacting Deciding
403-702 (701) (703)	The student is able to recognize limerick, haiku, cinquain and diamenté forms of poetry by:				
	a. Identifying the length and rhyme pattern and the humor expressed in limericks.	X			Viewing Hearing Evaluating Classifying Decoding Deciding
	b. Identifying the shape and word pattern and the ideas expressed in examples of haiku poetry.	X			Viewing Hearing Evaluating Classifying Decoding Deciding
	c. Identifying the shape and word pattern and ideas expressed in examples of cinquain poetry.	X			Viewing Hearing Evaluating Classifying Decoding Deciding
	d. Identifying the shape and word pattern and the ideas expressed in examples of diamenté poetry.	X			Viewing Hearing Evaluating Classifying Decoding Deciding

LANGUAGE ARTS

LEVEL THREE

Literature

	Knowledge	Rules and Gen.	Values	Processes
The student is able to recognize plays by:				
a. Identifying the stories presented in plays (plot).	X			Hearing Decoding Associating Reacting
b. Identifying where and when plays take place (setting).	X			Hearing Decoding Associating Reacting
c. Identifying the main characters in plays.	X			Hearing Decoding Associating Reacting
d. Identifying what the main characters do in plays (action).	X			Hearing Decoding Associating Reacting
e. Identifying written plays as stories designed to be acted out before audiences.	X			Viewing Hearing Decoding Associating Reacting

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LANGUAGE ARTS

LEVEL THREE

Composition

		Knowledge	Rules and Gen.	Values	Processes
403-801 (102) (103) (108) (109) (115) (401) (805)	The student is able to write friendly letters and short reports, summaries and descriptions by:				
	a. Composing short, friendly letters that share ideas effectively.	X	X		Estimating Synthesizing Encoding Writing
	b. Composing short reports that tell facts about topics.	X			Estimating Synthesizing Encoding Writing
	c. Composing one-sentence summaries of paragraphs and articles.	X			Estimating Synthesizing Encoding Writing
	d. Composing descriptions consisting of two or more sentences that tell how events, people or objects act, look, feel, seem, taste or sound.	X			Reacting Encoding Creating Writing
	e. Using evaluation and revision processes to improve written compositions.	X	X		Evaluating Manipulating Decoding Discriminating Testing Writing
403-802 (115) (805)	The student is able to write commands and polite request sentences that have understood subjects and sentences in which get, give and eat, I and me and vivid verbs and specific nouns are used effectively by:				
	a. Expressing polite requests or commands in sentences that have understood subjects; e.g., (You) Close the door. (You) Please save a place for me.	X	X		Decoding Synthesizing Encoding Writing
	b. Using the accepted forms of get, give and eat to express the time of action intended and to agree with the subject.	X	X		Estimating Synthesizing Encoding Writing

	Knowledge	Rules and Gen.	Values	Processes
02 (Cont.)				
c. Using I or me correctly after a noun or another pronoun in sentences; e.g., Mother and I went home. Bill gave Joe and me some candy.	X	X		Estimating Synthesizing Encoding Writing
d. Combining subjects and predicates into sentences which express complete thoughts.	X	X		Estimating Synthesizing Encoding Writing
e. Using vivid verbs to express action and specific nouns to name persons or objects.	X	X		Decoding Synthesizing Encoding Writing
f. Using evaluation and revision processes to improve usage and style in written work.	X	X		Manipulating Testing Writing
03 The student is able to produce legible manuscript and cursive letters and words when writing by:				
a. Forming correctly the capital and lower case manuscript letters and numbers he or she writes.	X			Writing
b. Forming correctly the capital and lower case manuscript letters he or she writes.	X			Writing
c. Joining cursive letters to form legible words.	X			Writing
d. Writing legibly in both manuscript and cursive forms on 3/8" ruled penmanship paper.	X			Writing
e. Proofreading to identify and correct penmanship errors in written work.	X			Evaluating Decoding Testing Writing

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LANGUAGE ARTS

LEVEL THREE

Composition

		Knowledge	Rules and Gen.	Values	Processes
403-804 (115) (805)	The student is able to write properly spelled third-level words by:				
	a. Spelling correctly basic third-level sight words.	X	X		Decoding Writing
	b. Spelling correctly compound words, contractions and abbreviations of titles; e.g., mailman, isn't, Dr., Mrs., st., ave.	X	X		Decoding Writing
	c. Spelling correctly words that contain single vowels which represent short vowel sounds and vowel teams and diphthongs.	X	X		Decoding Writing
	d. Spelling correctly words with ing, ed, est, es, ly or er endings.	X	X		Decoding Writing
	e. Spelling correctly words that contain silent letters.	X	X		Decoding Writing
	f. Proofreading to identify and correct spelling errors in written work.	X	X		Decoding Testing Writing
403-805 (115) (805)	The student is able to write properly capitalized and punctuated names, titles, dates, friendly letters and words in a series by:				
	a. Using capital letters to write the first letter of the names of the days of the week, the names of the months of the year and the names of holidays.	X	X		Classifying Decoding Relating Interpreting Writing
	b. Using capital letters to write the first letters of the words (except a, an, the or short prepositions) in titles of selections and to write the first letter of titles of courtesy and their abbreviations used with people's names; specifically, Mr., Mrs., Miss, Ms.	X	X		Classifying Decoding Relating Interpreting Writing
	c. Using capital letters to write the first letter of the words in the greeting and the first letter of the first word in the closing of friendly letters.	X	X		Classifying Decoding Relating Interpreting Writing

LANGUAGE ARTS

LEVEL THREE

Composition

	Knowledge	Rules and Gen	Values	Processes
5 (Cont.)				
d. Using commas to separate three or more words in a series.	X	X		Classifying Decoding Relating Interpreting Writing
e. Using commas to separate the day from the year in dates, the greeting from the body and the closing from the signature in friendly letters.	X	X		Classifying Decoding Relating Interpreting Writing
f. Proofreading to identify and correct capitalization and punctuation errors in written work.	X	X		Decoding Testing Writing

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LANGUAGE ARTS

LEVEL THREE

Speaking and Listening

		Knowledge	Rules and Gen	Values	Processes
403-901 (108) (115) (401) (805)	The student is able to speak clearly with good control of enunciation, pronunciation, rate, pause, posture and audience contact when speaking by:				
	a. Enunciating correctly and distinctly the sounds pronounced in words.	X			Hearing Vocalizing
	b. Pronouncing correctly and clearly the words in third-level selections (especially word endings).	X			Hearing Decoding Inferring Speaking
	c. Speaking smoothly and rapidly enough to hold the interest of those listening and slowly enough for them to hear the words clearly.	X			Evaluating Speaking
	d. Pausing appropriately to clarify meaning when speaking or reading aloud; i.e., to separate one idea from another and to group words into phrases and sentences.	X			Evaluating Decoding Speaking
	e. Maintaining good posture while speaking to groups.	X			Evaluating Gesturing Speaking
	f. Maintaining eye-to-eye contact with members of groups being addressed.	X			Viewing Evaluating Speaking
403-902 (115) (401) (805)	The student is able to demonstrate accepted oral usage of bring, draw, grow, begin and common contractions when speaking by:				
	a. Using bring-brings, draw-draws, grow-grows and begin-begins correctly to agree with their subjects when speaking of actions taking place in the present.	X	X		Testing Speaking
	b. Using brought, drew, grew and began when speaking of actions that have taken place in the past.	X	X		Testing Speaking
	c. Using brought, drawn, grown and begun with has, have and had when speaking of actions taking place at a special time.	X	X		Testing Speaking
	d. Using isn't, doesn't and wasn't with singular subjects; i.e., singular nouns and pronouns.	X	X		Testing Speaking

LANGUAGE ARTS

LEVEL THREE

Speaking and Listening

	Knowledge	Rules and Gen.	Values	Processes
002 (Continued)				
e. Using aren't and weren't with plural subjects; e.g., plural nouns and pronouns: They aren't here yet. Bill, Joe and Richard weren't in class.	X	X		Testing Speaking
f. Using am not when I is the subject; e.g., I am not cold, rather than I ain't cold.	X	X		Testing Speaking
003 The student is able to listen to determine names, relationships, directions and appropriate responses by: (1) (2) (3) (5) (1) (5)				
a. Recalling important names heard in conversations.	X			Hearing Decoding Associating Speaking
b. Identifying relationships between what is heard and a current need or interest.	X			Hearing Evaluating Transforming Decoding Reacting
c. Identifying relationships between what is heard and his or her experiences.	X			Hearing Evaluating Transforming Relating Reacting
d. Following four-step directions correctly after hearing them once.				Hearing Decoding Reacting
e. Responding appropriately to speakers; i.e., asking questions, making contributions.	X			Hearing Decoding Reacting Gesturing Speaking
f. Answering accurately and completely questions about information he or she has heard.	X			Hearing Evaluating Decoding Reacting Speaking Writing

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LANGUAGE ARTS

LEVEL THREE

Speaking and Listening

		Knowledge	Rules and Gen.	Values	Processes
403-904 (101) (102) (108) (112) (115) (202) (301) (302)	The student is able to use speaking skills effectively when reading aloud, expressing and supporting opinions, accepting and responding to the opinions of others, participating in evaluations of ideas in group discussions, and reciting from memory appropriate parts of selections in choral readings and the correct spellings of words by:				
(401) (404) (805)	a. Reading third-level selections aloud clearly and fluently.	X			Decoding Associating Reacting Speaking
	b. Expressing and supporting personal opinions about topics presented or discussed and making appropriate responses to or about opinions expressed by others.	X			Hearing Decoding Synthesizing Reacting Deciding Gesturing Speaking
	c. Accepting all ideas presented in a discussion or brain-storming session as worthy of consideration and evaluation.	X	X		Hearing Evaluating Predicting Hypothesizing
	d. Participating in evaluations of ideas and suggestions with others in large or small group discussions.	X	X		Hearing Decoding Evaluating Speaking
	e. Reciting from memory all or selected parts of appropriate third-level selections and appropriate parts of selections when participating in choral readings.	X			Decoding Reacting Encoding Vocalizing Speaking
	f. Reciting from memory the correct spellings of basic third-level words.	X	X		Decoding Reacting Encoding Speaking

LANGUAGE ARTS

LEVEL THREE

Grammar and Usage

		Knowledge	Rules and Gen	Values	Processes
001 5)	The student is able to recognize command and polite request sentences, the ideas expressed, their special forms (understood subjects), their initial capitalization and their proper end punctuation by:				
	a. Identifying sentences that express commands and polite requests and their forms; i.e., Commands usually begin with verbs. Polite requests usually begin with the word please or a phrase such as will you please.	X	X		Decoding Analzying Deciding
	b. Identifying the subjects of command and polite request sentences when stated and when understood.	X	X		Decoding Analyzing Deciding
	c. Identifying the initial capitalization and proper end punctuation of command and polite request sentences; i.e., The first word is capitalized and they usually end with a period. (In cases of strong feelings being expressed, they may end with an exclamation point.)	X	X		Decoding Analyzing Deciding
002 5)	The student is able to recognize the simple subjects and the simple predicates of sentences by:				
	a. Identifying the simple subjects of sentences; i.e., The nouns or pronouns in the subjects that name or represent the names of the persons, places or things that are or do what the sentence states: The tall boy in the corner is my brother. He is a basketball star.	X	X		Decoding Analyzing Deciding
	b. Identifying the simple predicate of sentences; i.e., The verb word or words in the predicate that tell what the subject is or does: My best friend runs in every marathon race. You will have gone home before evening.	X	X		Decoding Analyzing Deciding

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LANGUAGE ARTS

LEVEL THREE

Grammar and Usage

		Knowledge	Rules and Gen.	Values	Processes
403-003 (115)	The student is able to recognize nouns and verbs in sentences, how nouns show ownership and how verbs show the time that sentences tell about by:				
	a. Identifying nouns in sentences; i.e., words which name persons, places, things or ideas.	X	X		Classifying Decoding Encoding
	b. Identifying verbs in sentences; i.e., words which tell what the subject is or does.	X	X		Classifying Decoding Encoding
	c. Identifying is, am, are, was, were, be, been, have, has or had in sentences as verbs that do not express action but do tell something else about subjects.	X	X		Classifying Associating Encoding
	d. Identifying how the forms of regular and irregular verbs show the time being expressed; i.e., (1) Regular verbs: ed is added to the present form to show past time and has, have and had are used with the ed form to show that a special time relationship is being expressed: present - They walk home. past - They walked home. special time in the present - They have walked home. special time in the past - They had walked home. (2) The forms of irregular verbs change to show the time being expressed. The internal spelling of the present form of the verb is usually changed to show past time of action and frequently it is changed again to provide a third form of the verb that is used with has, have or had to show that a special time relationship is being expressed: present - He rings the bell. past - He rang the bell. special time in the present - He has rung the bell. special time in the past - He had rung the bell.	X	X		Decoding Associating Encoding
	e. Identifying the forms of irregular verbs that should be used with helping verbs to express special time relationships; e.g., give, gives, gave, have given; eat, eats, ate, had eaten.	X	X		Decoding Associating Encoding

	Knowledge	Rules and Gen.	Values	Processes
03 (Continued)				
f. Identifying how the forms of singular and plural nouns show ownership; i.e., (1) Singular nouns add apostrophe s ('s) endings: Betty - Betty's book; fish - fish's scales; bus - bus's seat. (2) Plural nouns that end in s add s apostrophe (s') endings: one boy - two boys - two boys' coats; one dog, two dogs, two dogs' collars.	X	X		Decoding Classifying Interpreting Associating
04 The student is able to recognize the correct use of get, give, eat, I and me in sentences by:				
a. Identifying the forms of get, give and eat which correctly express the time of occurrence intended and also agree with the subjects of sentences in which they are used.	X	X		Decoding Analyzing Deciding
b. Identifying whether I or me is the correct form to be used after nouns or other pronouns in compound subjects, compound direct objects and compound objects of prepositions; e.g., Joe and I are hungry. The rain storm soaked Debbie and me. He sat by Brad and me.	X	X		Decoding Analyzing Deciding

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		Knowledge	Rules and Gen.	Values	Processes
404-502 (102) (115) (805)	The student is able to identify the parts of books and their purposes, information classified by categories, and items classified in more than one way by:				
	a. Recognizing book parts; i.e., the cover, title page, copyright page, table of contents, introduction, foreword or preface, main text (contents) index(s), glossaries.	X			Labeling Decoding
	b. Recognizing the purposes of the parts of books; i.e., (1) cover—identification, protection; (2) title page—information (title, author, publisher); (3) copyright page, dates of publication, publisher and publisher's rights to limit the use of the material; (4) table of contents of the book organized in order of occurrence; (5) introduction, foreword or preface—explanation of the contents and their purpose and development; (6) main text or contents—the body of the book; (7) indexes—contents of the book organized alphabetically; (8) glossaries—definitions and explanations of words as used in the book.	X			Evaluating Labeling Classifying Decoding Associating
	c. Recognizing information classified by categories.	X			Classifying Decoding
	d. Recognizing information classified in more than one way.	X			Classifying Decoding
404-503 (102) (115) (805)	The student is able to recognize reading strategies to use for reading passages quickly to determine subject matter, to locate particular words and sentences and to review material by:				
	a. Identifying how to use scanning to determine the subjects of reading selections and to locate particular words and sentences.	X			Viewing Selecting Decoding
	b. Identifying how to use skim reading to review material.	X			Viewing Selecting Decoding

LANGUAGE ARTS

LEVEL FOUR

Study Skills

	Knowledge	Rules and Gen.	Values	Processes
-504 02) 15) 05) The student is able to determine plot, line and area symbols on maps, the correct interpretation of map scales to identify distances, directions from map locations and information presented on circle, bar and line graphs by:				
a. Identifying point, line and area symbols on maps.	X			Selecting Decoding
b. Interpreting scales to determine distances on maps.	X			Classifying Estimating Decoding Interpreting Associating
c. Identifying directions from locations on maps.	X			Classifying Decoding Interpreting Associating
d. Identifying information presented on circle, bar and line graphs.	X			Classifying Decoding Interpreting Associating

LANGUAGE ARTS

LEVEL FOUR

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
404-601 (108) (115) (401) (701) (703)	The student is able to value participating in productive thinking activities, expressing thoughts and feelings dramatically, and using facial expressions to communicate emotions and messages by:				
	a. Showing enjoyment when participating in productive thinking activities; i.e., divergent thinking, convergent thinking, evaluative thinking, forecasting and decision making.	X		X	Classifying Ordering Associating Discriminating Synthesizing Testing Predicting Deciding Reacting Creating Speaking
	b. Showing enjoyment when dramatizing thoughts and feelings of self and others; e.g., role playing, presenting plays.			X	Interpreting Reacting Creating Dramatizing
	c. Showing enjoyment when using facial expressions to communicate emotions and messages; e.g., pantomiming.			X	Interpreting Reacting Creating Dramatizing
404-602 (108) (112) (115) (401) (404)	The student is able to value opportunities to listen to creative ideas in conversations, group discussions and presentations by:				
	a. Showing enjoyment when listening to others express creative ideas in conversations and group discussions; e.g., humor, effective uses of metaphores and similes.			X	Hearing Decoding Interpreting Reacting
	b. Showing enjoyment when listening to others make presentations; e.g., read aloud, recite, present dramatizations, tell jokes and riddles, report information and present projects.			X	Hearing Decoding Interpreting Reacting

LANGUAGE ARTS

LEVEL FOUR

Affective Language

	Knowledge	Rules and Gen	Values	Processes
03)))))) The student is able to value personal ability to compose original fables, narrative poems and lyric poems using metaphores and similes to communicate ideas and impressions effectively by:				
a. Showing enjoyment when writing moralistic fantasies in original fables in which metaphores and similes are used to communicate ideas effectively.	X		X	Interpreting Synthesizing Reacting Creating Writing
b. Showing enjoyment when writing stories in poetic form in original narrative poems in which metaphores and similes are used to communicate ideas effectively.	X		X	Interpreting Synthesizing Reacting Creating Writing
c. Showing enjoyment when writing lyric poems in which sensory impressions are expressed through the use of similes and metaphores.	X		X	Interpreting Synthesizing Reacting Creating Writing
04)))))) The student is able to value development of communication talents through extensive reading, expressing positive attitudes about favorite selections and demonstrating pleasure when reading selections of personal interest and appeal by:				
a. Reacting positively when reading favorite selections; e.g., choosing to read them several times, sharing personal reactions to them with others.	X		X	Decoding Interpreting Reacting
b. Showing enjoyment when reading selections of personal interest and appeal.	X		X	Decoding Interpreting Reacting

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LANGUAGE ARTS

LEVEL FOUR

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
404-605 (108) (401) (701) (703)	The student is able to value opportunities to use puppets and a variety of other media to dramatize stories and to portray characters and incidents by:				
	a. Showing enjoyment when using puppets to dramatize characters and incidents.	X		X	Decoding Interpreting Synthesizing Creating Dramatizing
	b. Showing enjoyment when using audio visual devices to dramatize stories and incidents; e.g., sound effects, box movies, cartoon strips, pictures, costumes, masks, microphones, film strips, slides, recordings.	X		X	Using Sense Extenders Decoding Interpreting Creating Dramatizing

LANGUAGE ARTS

LEVEL FOUR

Literature

	Knowledge	Rules and Gen.	Values	Processes
The student is able to recognize fables as short stories telling about wise and foolish characters, the problems they face, the ways the problems are solved and the lessons they are supposed to teach by:				
a. Identifying the stories that fables tell.	X	X		Classifying Decoding Interpreting
b. Identifying the wise and foolish characters in fables.	X	X		Classifying Decoding Analyzing Relating Discriminating
c. Identifying the problems faced by characters in fables.	X	X		Evaluating Decoding Analyzing Relating Discriminating Generalizing
d. Identifying the lessons that fables are supposed to teach; i.e., the stated morals of fables.	X	X		Decoding Analyzing Discriminating Generalizing Deciding
The student is able to recognize stories related in narrative poems, comparing the way they are expressed with the way stories are related in prose form by:				
a. Identifying the stories that narrative poems tell; i.e., the events, the situations, and the characters and what they do.	X			Decoding Analyzing Discriminating Deciding
b. Comparing the way stories are told in narrative poems with the way they are told in prose form.	X			Decoding Analyzing Comparing

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LANGUAGE ARTS

LEVEL FOUR

Literature

		Knowledge	Rules and Gen.	Values	Processes
404-703 (101) (701) (703)	The student is able to recognize the stories related in plays comparing the way they are expressed with the way stories are related in prose form by:				
	a. Identifying the stories that plays tell.	X			Decoding Analyzing Discriminating Deciding
	b. Identifying how stories are related in plays; i.e., through dialogue and action.	X			Decoding Associating Analyzing Deciding
	c. Comparing the way stories are told in play form with the way they are told in story form.	X			Decoding Analyzing Comparing
404-704 (115) (701) (703)	The student is able to recognize the use of similes and metaphores to describe sensory impressions in stories and poems by:				
	a. Identifying similes and metaphores used in stories, poems and plays; i.e., (1) similes are descriptions that compare indirectly two things using <u>like</u> or <u>as</u> to establish the relationships between the things being compared: The window in the sunset looked <u>like</u> plates of solid gold. The sky is <u>as</u> clear <u>as</u> a bell. (2) Metaphors are descriptions that compare directly two things which are similar in one point: The <u>coach</u> is a <u>tiger</u> when he is angry.	X			Decoding Analyzing Associating Testing Deciding
	b. Identifying the sensory impressions created through the use of similes and metaphores in stories, poems and plays.	X			Decoding Analyzing Associating Testing Deciding

LANGUAGE ARTS

LEVEL FOUR

Composition

		Knowledge	Rules and Gen.	Values	Processes
801	The student is able to write complete sentences when composing answers to questions about assigned topics, composing descriptions, comparisons and social notes of invitation and appreciation ("thank you" notes), evaluating and revising to improve written work by:				
	a. Composing complete sentences to answer questions about assigned topics.	X			Decoding Recalling Associating Synthesizing Writing
	b. Composing short paragraphs of two or more sentences about assigned topics.	X			Decoding Recalling Associating Synthesizing Writing
	c. Composing precise descriptions, several sentences in length, using adjectives, similes and metaphores to express exact meanings intended.	X			Decoding Recalling Associating Synthesizing Writing
	d. Composing short paragraphs comparing or contrasting characters, objects, places, animals, situations or stories.	X			Decoding Recalling Associating Synthesizing Writing
	e. Composing invitations and "thank you" letters or notes according to accepted formats.	X			Decoding Recalling Associating Synthesizing Writing
	f. Using evaluation and revision processes to improve written work.	X			Evaluating Manipulating Decoding Encoding Writing

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LANGUAGE ARTS

LEVEL FOUR

Composition

		Knowledge	Rules and Gen.	Values	Processes
404-802 (115) (805)	The student is able to write sentences in which the forms of bring, draw, grow and begin; common contractions and personal pronouns are used correctly and in which the words have been arranged in orders that express the exact meaning intended and that produce effective sentences, evaluating and revising to improve written work by:				
	a. Using the accepted forms of the irregular verbs bring, draw, grow and begin to express the time of action intended and to agree with their subjects.	X	X		Estimating Decoding Synthesizing Writing
	b. Using am not, isn't-aren't, doesn't-don't and wasn't-weren't correctly to express the time of action intended and to agree with their subjects.	X	X		Estimating Decoding Synthesizing Writing
	c. Using correct personal pronoun forms to replace or represent nouns in sentences.	X	X		Estimating Decoding Synthesizing Writing
	d. Changing the word orders of sentences to change the meaning expressed or to make weak sentences more effective.	X	X		Evaluating Manipulating Decoding Synthesizing Writing
	e. Using evaluation revision processes to improve usage and style in written work.	X	X		Evaluating Manipulating Decoding Testing Writing
404-803 (115) (805)	The student is able to write legible, uniformly slanted, evenly spaced letters in words, words in sentences and sentences in compositions with letters all resting on the same base line, proofreading to correct penmanship errors by:				
	a. Slanting letters in words and sentences uniformly in the same direction.				Writing
	b. Leaving adequate space between letters, sentences and words.				Writing

		Knowledge	Rules and Gen.	Values	Processes
303 (Continued)					
	c. Aligning letters properly so that they rest on the same base line.	X			Writing
	d. Proofreading to identify and correct penmanship errors.	X			Evaluating Decoding Testing Writing
304	The student is able to write properly spelled fourth-level words with irregular spellings, two syllable words, r-controlled vowel words, compound words, geographical abbreviations, names of the days of the week, names of months of the year and names of holidays, proofreading to correct spelling errors by:				
	a. Spelling correctly fourth-level words with irregular spellings, common two-syllable words, words containing r-controlled vowel sounds, compound words and abbreviations of geographical terms and the names and abbreviations of the names of the days of the week, the months of the year and holidays.	X	X		Decoding Writing
	b. Proofreading to identify and correct spelling errors in written work.	X	X		Evaluating Decoding Testing Writing
305	The student is able to write properly capitalized names of races, nationalities, ships, planes, trains, automobiles, buildings, geographical areas, recreational areas; titles of publications and names of companies; and properly punctuated abbreviations and possessive forms, proofreading to correct capitalization and punctuation errors by:				
	a. Capitalizing correctly the names of races, nationalities, ships, planes, trains, automobiles, buildings, recreational areas, companies; titles of books, magazines, newspapers, compositions, plays, stories, and people.	X	X		Decoding Writing

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LANGUAGE ARTS

LEVEL FOUR

Composition

	Knowledge	Rules and Ge	Values	Processes
404-805 (Continued)				
b. Punctuating abbreviations and possessive forms correctly.	X	X		Decoding Writing
c. Proofreading to identify and correct capitalization and punctuation errors in written work.	X	X		Evaluating Decoding Testing Writing

LANGUAGE ARTS

LEVEL FOUR

Speaking and Listening

		Knowledge	Rules and Gen	Values	Processes
901 5) 1) 5)	The student is able to speak with appropriate expression, varying volume and rate, avoiding unnecessary pauses, stressing syllables in words correctly to assure accurate interpretation of words, using facial expressions and gestures effectively by:				
	a. Varying speaking volume and rate appropriately to add expression and to communicate ideas and impressions in oral presentations.	X	X		Hearing Evaluating Inferring Interpreting Vocalizing Speaking
	b. Avoiding unnecessary pauses and repetitions when speaking before groups.	X	X		Evaluating Interpreting Speaking
	c. Stressing syllables in words correctly to communicate intended meanings.	X	X		Evaluating Interpreting Speaking
	d. Communicating messages effectively through use of gestures and facial expressions.	X	X		Evaluating Interpreting Speaking
902 5) 1) 5)	The student is able to demonstrate accepted usage of sing, ring, blow, fly, tear, wear, break, hide, think, may, can, teach and learn; demonstrative adjectives, articles and comparative forms of single-syllable adjectives when speaking by:				
	a. Using sing-sings, ring-rings, blow-blows, fly-flies, tear-tears, wear-wears, break-breaks, hide-hides, think-thinks, may-can, teach-teaches, learn-learns correctly to express present time and to agree with their subjects in sentences.	X	X		Testing Speaking
	b. Using sang, rang, blew, flew, tore, wore, broke, hid, and thought, taught and learned correctly to express past time.	X	X		Testing Speaking
	c. Using sung, run, blown, flown, torn, worn, broken, hidden, thought, taught and learned correctly with has, have or had to express a special time.	X	X		Testing Speaking

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		Knowledge	Rules and Ge	Values	Processes
404-902 (Continued)					
	d. Using may-can and the forms of teach-learn correctly to express the meanings intended.	X	X		Testing Speaking
	e. Using this, that, these, those, a, an, and the correctly before nouns.	X	X		Testing Speaking
	f. Using the positive, comparative and superlative forms of single-syllable adjectives correctly; e.g., tall, taller, tallest; slow, slower, slowest; dark, darker, darkest.	X	X		Testing Speaking
404-903 (102) (103) (115) (805)	The student is able to listen effectively, identifying familiar sounds, determining variations in sounds, and sources of sounds; discriminating between the pronunciations of similar sounding words and between main ideas and details; and recalling details to support main ideas by:				
	a. Identifying familiar non-word sounds, sounds that vary in kind, intensity or quality and directions of sources of sounds.	X	X		Hearing Labeling Classifying Decoding
	b. Discriminating between the pronunciations of similar sounding words; e.g., lavatory and laboratory, cavalry and Calvary.	X			Hearing Decoding Analyzing Discriminating
	c. Discriminating between main ideas and supporting details after listening to selections.	X			Hearing Decoding Analyzing Discriminating
	d. Recalling specific details to support main ideas after listening to selections.	X			Hearing Decoding

LANGUAGE ARTS

LEVEL FOUR

Speaking and Listening

		Knowledge	Rules and Gen.	Values	Processes
-904 01) 02) 03) 04) 05) 12) 15)	The student is able to use speaking skills to communicate effectively, read fourth-level selections aloud fluently; contribute ideas in group discussions, give directions, make explanation, and recite from memory correct spellings of fourth-level words, special information and short passages by:				
01) 02) 05)	a. Reading fourth-level selections aloud accurately, clearly, fluently and expressively.	X			Decoding Reacting Speaking
	b. Contributing ideas effectively and appropriately in group discussions.	X			Hearing Decoding Synthesizing Generalizing Reacting Speaking
	c. Giving oral step-by-step directions and explanations accurately and completely.	X			Ordering Synthesizing Encoding Speaking
	d. Reciting correct spellings of words on fourth-level basic word lists.	X	X		Decoding Reacting Encoding Speaking
	e. Reciting information, facts, rules, short poems and short recitations.	X			Decoding Synthesizing Encoding Speaking

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LANGUAGE ARTS

LEVEL FOUR

Grammar and Usage

		Knowledge	Rules and Gen.	Values	Processes
404-001 (115)	The student is able to recognize groups of words not expressing complete ideas but written in sentence form as incomplete sentences, and determine how to change them to form complete, correct sentences by:				
	a. Identifying groups of words not expressing complete ideas but written as sentences or incomplete sentences (sentence fragments).	X	X		Viewing Hearing Decoding Analyzing Writing Speaking
	b. Identifying how to change incomplete sentences to form a complete, correct sentence; i.e., supplying missing subjects, missing predicates or both subjects and predicates if both are missing.	X	X		Viewing Hearing Decoding Altering Writing Speaking
404-002 (115)	The student is able to recognize the simple subjects and simple predicates of sentences, identifying nouns and pronouns that name the persons, places and things that do what the sentences state and the verb words that tell what the subjects are or do by:				
	a. Discriminating between complete subjects and simple subjects in sentences; i.e., the complete subject is all the words in a sentence that tell or describe who or what is or does what the sentence tells. The simple subject is the noun or pronoun that names the person, place, thing or idea that is or does what the sentence tells. In the sentence, "The tall tree on the hill fell to the ground with a crash.", the complete subject is the tall tree on the hill, and the simple subject is tree.	X	X		Labeling Decoding Analyzing
	b. Discriminating between complete predicates and simple predicates in sentences; i.e., The complete predicate is all of the words that tell what the subject is or does and the words that tell how, when, where or why and to whom or what about the way it is or is done. In the sentence, "The tall tree on the hill fell to the ground with a crash.", the complete predicate is fell to the ground with a crash and the simple predicate is fell.	X	X		Labeling Decoding Analyzing

LANGUAGE ARTS

LEVEL FOUR

Grammar and Usage

		Knowledge	Rules and Gen.	Values	Processes
4-002 (Continued)					
	c. Determining that every complete, correct sentence must contain a subject and a predicate either stated or implied.	X	X		Labeling Decoding Analyzing
4-003 (115)	The student is able to recognize adjectives and their functions and positions in sentences, linking verbs and their functions in sentences, verbs composed of two or more words as the simple predicates of sentences, the functions of the verb words in expressing special times or conditions and the relationships of the verb words to each other in a multiple word verb by:				
	a. Identifying adjectives and their functions in sentences; i.e., adjectives are words which tell about nouns by (1) describing them—telling how nouns look, feel, taste, smell or sound; (2) telling how many about nouns—one boy, three books, some toys, a few friends, no snow; (3) limit the nouns being described to specific nouns—this boy, that house, these papers, those books; (4) point out singular or plural nouns—a used before singular nouns beginning with consonant sounds: a desk, a lunch; an used before singular nouns beginning with vowel sounds: an apple, an idea; and the which indicates particular singular and plural nouns; (5) tell the order in which nouns occur—the first house, the last class, the second seat in the row.	X	X		Labeling Classifying Decoding Analyzing Relating Testing Deciding
	b. Identifying adjectives which are positioned before nouns they tell about, directly after nouns they tell about and adjectives which follow linking verbs and tell about noun subjects of sentences; i.e., Tall, stately buildings line the streets. The buildings, tall and stately, line the streets. The buildings are tall and stately.	X	X		Labeling Classifying Decoding Analyzing Relating Testing Deciding

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		Knowledge	Rules and Gen.	Values	Processes
404-003 (Continued)					
	c. Identifying linking verbs and their functions in sentences; i.e., verbs that do not express an action and do not express a complete idea unless followed by nouns that rename the subjects or adjectives that describe the subjects and are linked to the subjects by the linking verbs: linking verbs connecting the subject to a noun that renames it—The man is the winner; linking verb connecting the subject to an adjective that describes it—The soup is hot.	X	X		Labeling Classifying Decoding Analyzing Relating Testing Deciding
404-004 (115)	The student is able to recognize the appropriate use of bring, draw, grow, begin, contractions, and personal pronouns to identify verb forms and contractions which correctly express the time of action intended and agree with the subjects of sentences and the correct pronoun forms to use to replace or represent specific nouns in sentences by:				
	a. Identifying the forms of bring, draw, grow and begin which correctly express the time of action and agree with the subjects of sentences.	X	X		Decoding Analyzing Deciding
	b. Identifying the correct uses of am not, isn't, aren't, doesn't, don't, wasn't and weren't to express the time of action intended and to agree with the subjects of sentences.	X	X		Decoding Analyzing Deciding

LANGUAGE ARTS

LEVEL FIVE

Study Skills

		Knowledge	Rules and Gen.	Values	Processes
405-502 (102) (115) (805)	The student is able to determine the purposes of the parts of books, information classified by categories, items classified in different ways and chronological order of historical events to locate specific reading materials by:				
	a. Identifying the parts of books and their purposes; e.g., cover, title page, copyright, table of contents, foreword, preface, introduction, acknowledgements, selections, chapter sections, units, appendixes, glossaries, indexes.	X			Decoding Relating Analyzing Deciding Solving Problems
	b. Identifying information classified by categories in textbooks and reference materials; e.g., literature: poetry, prose; science: living things - plants, animals, insects; non living things - solids, liquids, gasses.	X			Decoding Analyzing Relating Encoding
	c. Identifying items classified in different ways in various textbooks and resource materials; e.g., by subject, by author, by title, by use, by structure, by composition, by characteristics.	X			Decoding Analyzing Relating Encoding
	d. Identifying the chronological order of historical events in textbooks and reference materials; i.e., on timelines, in history books, in biographies.	X			Decoding Analyzing Relating Testing Encoding
405-503 (102) (115) (805)	The student is able to identify reading strategies to use to determine main ideas and to locate specific facts and details by:				
	a. Determining a reading strategy to use to read for main ideas; e.g., survey, question, review, skimming, rapid reading.	X			Evaluating Estimating Testing Deciding Encoding
	b. Determining a reading strategy to use to locate particular words, special sentences, specific facts and significant details; e.g., skimming, scanning, spot checking.	X			Evaluating Estimating Testing Deciding Encoding

LANGUAGE ARTS

LEVEL FIVE

Study Skills

		Knowledge	Rules and Gen.	Values	Processes
405-503 (Continued)					
	c. Determining a reading strategy to use to review previously read materials; e.g., high-speed reading, skimming, scanning.	X			Evaluating Estimating Testing Deciding Encoding
405-504 (102) (115) (805)	The student is able to interpret a variety of maps, charts and graphs to compare information, locate places, and understand data summarized on charts and graphs using map symbols, latitude and longitude designations, and measurement skills by:				
	a. Identifying information presented on maps from map symbols.	X			Decoding Interpreting Relating
	b. Identifying specific locations on maps using latitude and longitude designations.	X			Decoding Interpreting Relating
	c. Comparing information shown on maps using map symbols and measurement skills.	X			Decoding Interpreting Comparing
	d. Interpreting data summarized on charts and graphs using explanatory material and measurement skills.	X			Decoding Interpreting Relating

LANGUAGE ARTS

LEVEL FIVE

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
405-601 (108) (112) (115) (401) (404)	The student is able to demonstrate value of opportunities to express ideas generated while reading, to share personal interpretations of literature and to present dramatizations of historical stories and tall tales by:				
(701) (703) (805)	a. Showing enjoyment when expressing ideas generated while reading.			X	Decoding Reacting Creating
	b. Showing enjoyment when sharing personal interpretations of literature to others.			X	Decoding Interpreting Reacting Creating
	c. Showing enjoyment when presenting scenes from historical stories prepared, planned and presented individually or with a group.	X		X	Decoding Interpreting Creating Dramatizing
405-602 (108) (112) (401) (404) (701) (703)	The student is able to demonstrate value of opportunities to listen to ideas generated from reading, interpretations of literature, and dramatizations that are presented by others by:				
	a. Showing observable interest and pleasure when listening to others express ideas generated from reading.			X	Hearing Decoding Associating Interpreting Reacting
	b. Showing observable interest and pleasure when listening to others express their interpretations of poems, plays and stories.			X	Hearing Decoding Associating Interpreting Reacting
	c. Showing observable interest and pleasure when listening to and observing dramatizations presented by others.			X	Viewing Hearing Decoding Associating Interpreting Reacting

LANGUAGE ARTS

LEVEL FIVE

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
405-603 (102) (103) (108) (112) (115) (401) (404) (508) (701) (703)	The student is able to demonstrate value of opportunities to write tall tales, absurdities based on historical incidents and fictious versions of historical events in original stories, plays and poems by:				
	a. Showing enjoyment when composing and sharing tall tales in original stories, plays and poems.	X	X	X	Interpreting Synthesizing Reacting Creating Writing
	b. Showing enjoyment when composing and sharing absurdities based on historical events in original stories, plays and poems.	X	X	X	Interpreting Synthesizing Reacting Creating Writing
	c. Showing enjoyment when composing and sharing fictious versions of historical events in original stories, plays and poems.	X	X	X	Interpreting Synthesizing Reacting Creating Writing
405-604 (101) (102) (103) (109) (115) (508) (701) (703)	The student is able to demonstrate value of opportunities to become totally involved in reading, for the entertainment, and vicarious and sensory experiences that reading prose and poetry provides by:				
	a. Showing pleasure when totally involved in reading material that is interesting and relevant to personal needs.	X	X	X	Decoding Inferring Interpreting Reacting
	b. Showing enjoyment of the vicarious experiences that are provided by reading literature.	X	X	X	Decoding Inferring Interpreting Reacting
	c. Showing enjoyment of reading as a source of entertainment.	X	X	X	Decoding Inferring Interpreting Reacting
	d. Showing enjoyment when reading prose and poetry of personal interest and appeal.	X	X	X	Decoding Inferring Interpreting Reacting

LANGUAGE ARTS

LEVEL FIVE

Affective Language

		Knowledge	Rules and Gen	Values	Processes
405-605 (101) (108) (401) (701) (703) (805)	The student is able to demonstrate value of personal abilities to use costumes, props, and boxed cartoon strips as audio-visual devices to convey to an audience specific moods and impressions by:				
	a. Showing enjoyment when using costumes and other audio-visual props to communicate specific moods and impressions when presenting dramatized stories and tall tales.	X	X	X	Interpreting Reacting Creating Dramatizing
	b. Showing enjoyment when using a boxed cartoon strip (rolled movie) or other similar device to present a historical story or tall tale to an audience.	X	X	X	Interpreting Reacting Creating Dramatizing

LANGUAGE ARTS

LEVEL FIVE

Literature

		Knowledge	Rules and Gen.	Values	Processes
405-701 (102) (109) (115) (313) (408) (701)	The student is able to recognize tall tales, their regional and historical origins, the extraordinary qualities attributed to the main characters, the impossible events that occur and the humorous exaggerations that characterize them, discriminating between historical fact and historical fiction in tall tales and other stories by:				
	a. Identifying extraordinary qualities of the main characters in tall tales.	X			Decoding Inferring Analyzing Discriminating Reacting
	b. Identifying the impossible feats and events related in tall tales.	X			Decoding Inferring Analyzing Discriminating Reacting
	c. Identifying examples of humorous exaggeration in tall tales.	X			Decoding Inferring Analyzing Discriminating Reacting
	d. Identifying historical and regional backgrounds of tall tales.	X			Decoding Inferring Analyzing Discriminating Reacting
	e. Comparing authentic historical characters, events, occurrences, situations and places with those related in tall tales and other stories, poems and plays to discriminate between historical fact and historical fiction.	X			Decoding Analyzing Comparing Testing Deciding
405-702 (101) (102) (109) (115) (309) (311) (408) (411) (701)	The student is able to recognize poems that deal with historical characters, situations and events and those that express patriotic ideas and messages, determining the messages they express and their historical backgrounds by:				
	a. Identifying historical characters, situations and events in narrative historical poems.	X			Decoding Analyzing Interpreting Reacting

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LANGUAGE ARTS

LEVEL FIVE

Literature

		Knowledge	Rules and Gen.	Values	Processes
405-702 (Continued)					
	b. Comparing characters, events, settings and plots in historical poems with the authentic historical characters, events, settings and happenings they represent.	X			Decoding Interpreting Comparing Reacting
	c. Identifying patriotic ideas and messages in poems that have patriotic themes.	X			Decoding Analyzing Interpreting Reacting
405-703 (101) (109) (309) (311) (312) (408) (411) (701)	The student is able to recognize historical plays, the periods in history that they represent or tell about and the historical incidents they present by:				
	a. Identifying the main problem faced by the characters in historical plays.	X			Decoding Analyzing Discriminating Reacting
	b. Identifying the historical characters and forces that oppose each other in plays that portray or are based on historical events.	X			Decoding Analyzing Discriminating Reacting
	c. Identifying the periods in history represented in historical plays.	X			Decoding Analyzing Discriminating Reacting
	d. Identifying the historical incidents presented in plays that dramatize events in history.	X			Decoding Analyzing Discriminating Reacting
	e. Comparing characters, events, settings and plots presented in historical plays with the authentic historical characters, events, settings and happenings they represent.	X			Decoding Analyzing Comparing Reacting

LANGUAGE ARTS

LEVEL FIVE

Literature

		Knowledge	Rules and Gen.	Values	Processes
405-704 (115) (701) (703)	The student is able to recognize uses of exaggeration and absurdity to produce humor in historical plays, poems and stories by:				
	a. Identifying exaggeration used as a device to create humor in historical plays, poems and stories.	X			Classifying Decoding Analyzing Relating Reacting
	b. Identifying absurdity as a device to create humor in historical plays, poems and stories.	X			Classifying Decoding Analyzing Relating Reacting

LANGUAGE ARTS

LEVEL FIVE

Composition

		Knowledge	Rules and Gen.	Values	Processes
405-801 (101) (102) (103) (108) (113) (115) (805)	The student is able to write coherent short paragraphs containing effective topic sentences, sentences that develop the topics, concluding sentences that summarize the topics, and titles that reflect the main ideas expressed in the topic sentences, evaluating and revising to improve the paragraphs composed by:				
	a. Composing topic sentences that state the main ideas to be developed in paragraphs.	X	X		Evaluating Summarizing Relating Synthesizing Deciding Writing
	b. Composing sentences which state facts that develop the ideas stated in the topic sentences.	X	X		Selecting Arranging Relating Synthesizing Encoding Writing
	c. Composing concluding sentences that summarize the information contained in the paragraphs they conclude.	X	X		Relating Synthesizing Encoding Writing
	d. Composing paragraphs of three or more sentences organized to develop the topic sentences effectively.	X	X		Evaluating Ordering Associating Synthesizing Encoding Writing
	e. Composing titles for paragraphs that reflect the main ideas expressed in the topic sentences of the paragraphs they title.	X	X		Summarizing Relating Synthesizing Deciding Writing
	f. Using evaluation-revision processes to improve written paragraphs.	X	X		Evaluating Manipulating Associating Decoding Testing Writing

LANGUAGE ARTS

LEVEL FIVE

Composition

		Knowledge	Rules and Gen.	Values	Processes
405-802 (115) (805)	The student is able to write complete sentences in which the forms of sing, ring, blow, fly, tear, wear, break, hide, and think; the words may-can, good-well, teach-learn, a, an, the, this, that, these and those; the comparative forms of adjectives and adverbs; and the forms of personal pronouns are used correctly; evaluating and revising to improve usage and style in written compositions by:				
	a. Using the correct forms of sing, ring, blow, fly, tear, wear, break, hide and think to express the time of action intended and to agree with their subjects in sentences.	X	X		Selecting Testing Writing
	b. Using may-can, good-well, and teach-learn correctly to express the meanings intended in sentences.	X	X		Selecting Testing Writing
	c. Using a, an, the, this, that, these and those correctly before nouns in sentences; e.g., a letter, an apple, the boy, this book, that answer, these papers, those pencils.	X	X		Selecting Testing Writing
	d. Using the positive, comparative and superlative forms of adjectives and adverbs correctly in sentences; e.g., Daisies are tall. Tulips are taller than daisies. Roses are the tallest flowers of all. Bill worked rapidly. Joe worked more rapidly than Bill. Don worked the most rapidly of all.	X	X		Selecting Testing Writing
	e. Using the correct forms of pronouns as subjects, predicate nouns, direct objects and objects of prepositions in sentences; e.g., She is here. The winner is she. The ball hit her. I gave it to her.	X	X		Selecting Testing Writing
	f. Using evaluation-revision processes to improve usage and style in written work.	X	X		Evaluating Manipulating Decoding Testing Writing

LANGUAGE ARTS

LEVEL FIVE

Composition

		Knowledge	Rules and Gen.	Values	Processes
405-803 (115) (805)	The student is able to write legible letters, words, sentences and paragraphs with cursive and manuscript letters correctly shaped, slanted, spaced and aligned; avoiding indiscriminate mixtures of cursive and manuscript letters; indenting paragraphs correctly; and proofreading to identify and correct penmanship and format errors in written work by:				
	a. Forming capital and lower case cursive and manuscript letters legibly in words and sentences; i.e., letters that are shaped, slanted, spaced, and aligned consistently with capital and lower case letters used appropriately.	X			Writing
	b. Forming words legibly in sentences and paragraphs consistently using either cursive or manuscript letters without mixing the two.	X			Writing
	c. Indenting correctly the first words of paragraphs.	X	X		Writing
	d. Proofreading to identify and correct penmanship and format errors in written work.	X	X		Evaluating Decoding Testing Writing
405-804 (115) (805)	The student is able to write properly spelled, fifth-level, non-phonetic and troublesome words; ordinal and cardinal numbers, three-syllable words, common homonyms, plural nouns and common derived words; proofreading to correct spelling errors by:				
	a. Spelling correctly fifth-level, non-phonetic words and words with unusual or difficult spellings.	X	X		Decoding Writing
	b. Spelling correctly ordinal and cardinal numbers and frequently used three-syllable words.	X	X		Decoding Writing
	c. Spelling correctly plural nouns.	X	X		Decoding Writing

LANGUAGE ARTS

LEVEL FIVE

Composition

		Knowledge	Rules and Gen.	Values	Processes
405-804 (Continued)					
	d. Spelling correctly words formed by combining word roots and base words with prefixes (be, re, un, ex, al, in, de and dis) and suffixes (ful, ous, ly, tion, less, ness, dom, ion, able, y, ism, en, ian and hood).	X	X		Decoding Writing
	e. Proofreading to identify and correct spelling errors in written work.	X	X		Evaluating Decoding Testing Writing
405-805 (115) (805)	The student is able to write properly capitalized names of rivers, continents, political affiliations, historical periods, and events; the names and pronouns referring to the deity; and properly punctuated hyphenated words, introductory yes and no; nouns of direct address and adjectives in appositive positions; proofreading to identify and correct capitalization and punctuation errors by:				
	a. Capitalizing the complete names of oceans, rivers, and continents in written work; e.g., Atlantic Ocean, Mississippi River, South America.	X	X		Classifying Decoding Writing
	b. Capitalizing the complete name of political affiliations, historical periods, and events in written work; e.g., Democrat, Republican, Age of Exploration, Civil War, Colonial Period.	X	X		Classifying Decoding Writing
	c. Capitalizing the complete name of a deity, pronouns referring to the deity, the names of religions and the names of religious publications in written work; e.g., God, Jesus, Him, He, Allah, Buddah; Catholic, Protestant, Bible, Koran, Book of Mormon.	X	X		Classifying Decoding Writing
	d. Using hyphens to connect the parts of compound numbers, hyphenated compound words, and to divide words between syllables at the ends of lines.	X	X		Classifying Interpreting Writing
	e. Using commas to set off nouns of direct address; introductory yes and no and adjectives that directly follow the nouns they modify.	X	X		Classifying Interpreting Writing

LANGUAGE ARTS

LEVEL FIVE

Composition

	Knowledge	Rules and Gen.	Values	Processes
405-805 (Continued)				
f. Proofreading to identify and correct capitalization and punctuation errors in written work.	X	X		Decoding Testing Writing

LANGUAGE ARTS

LEVEL FIVE

Speaking and Listening

		Knowledge	Rules and Gen.	Values	Processes
405-901 (115) (401) (805)	The student is able to speak interestingly with clear meaning, varying pitch, pausing appropriately, pronouncing words clearly and correctly and adjusting volume to audience size when making oral presentations by:				
	a. Raising and lowering tone (pitch) of voice appropriately to add meaning and interest when making oral presentations.	X	X		Inferring Interpreting Speaking
	b. Pausing for breath at appropriate places to maintain continuity of meaning when making oral presentations; i.e., between phrases and sentences and as indicated by punctuation marks.	X	X		Evaluating Interpreting Speaking
	c. Pronouncing clearly and correctly the words used when making oral presentations.	X	X		Decoding Inferring Speaking
	d. Adjusting softness and loudness of delivery appropriately for the size of the audience when making oral presentations.	X	X		Hearing Evaluating Vocalizing
	e. Varying tone, pitch, inflection, pause, volume, and rate appropriately to express personalities of characters and special situations portraying oral presentations.	X	X		Decoding Inferring Interpreting Speaking
405-902 (115) (401) (805)	The student is able to demonstrate accepted usage of sit, set, rise, raise, lie, lay, swim, drink, speak, choose, here is, here are, there is, there are, good, better, best, bad, worse, worst, more, most and the comparative forms of multi-syllabic adjectives when speaking by:				
	a. Using sit-sits, set-sets, rise-rises, raise-raises, lie-lies, lay-lays, swim-swims, drink-drinks, speak-speaks and choose-chooses correctly to express present time and to agree with their subjects when speaking.	X	X		Selecting Testing Speaking
	b. Using sat, set, rose, raised, lay, laid, swam, drank, spoke, and chose to express past time of action when speaking.	X	X		Selecting Testing Speaking

LANGUAGE ARTS

LEVEL FIVE

Speaking and Listening

		Knowledge	Rules and Gen.	Values	Processes
405-902 (Continued)					
	c. Using sat, set, risen, raised, lain, laid, swum, drunk, spoken and chosen with has, have or had to express a special time of action when speaking.	X	X		Selecting Testing Speaking
	d. Using here is, here are, there is and there are correctly to agree with the subject of the sentence when speaking.	X	X		Selecting Testing Speaking
	e. Using good, better, best, more, most, bad, worse and worst correctly when speaking.	X	X		Selecting Testing Speaking
	f. Using the correct forms of multi-syllable adjectives to show the degrees of comparison intended when speaking; e.g., Jill is pretty. Betty is prettier than Jill. Alice is the prettiest of the three girls. The diamond is beautiful. The emerald is more beautiful than the diamond. The sapphire is the most beautiful of the three stones.	X	X		Selecting Testing Speaking
405-903 (101) (102) (103) (109) (112) (115) (401) (404) (805)	The student is able to control personal listening experiences, identifying conditions that interfere with being able to hear clearly and remedying them whenever possible, listening for specific information, determining characteristics of sounds, screening out specific sounds and concentrating on them, and determining speakers' purposes from the speeches they present by:				
	a. Identifying physical conditions that interfer with good listening; e.g., being seated too far away from a speaker (move closer), a distracting noise (move away from it or try to stop it), a speaker who speaks too softly (ask the speaker to speak louder).	X			Hearing Evaluating Deciding Solving Problems
	b. Identifying specific information needed or desired from listening experiences.	X			Hearing Evaluating Selecting Decoding Relating Testing

LANGUAGE ARTS

LEVEL FIVE

Speaking and Listening

		Knowledge	Rules and Gen	Values	Processes
405-903 (Continued)					
	c. Identifying the volume, pitch, and rate characteristics of specific sounds.	X			Hearing Classifying
	d. Identifying from among several simultaneous sounds particular sounds on which to concentrate; e.g., emergency sounds from city sounds, specific instruments from band and orchestra sounds.	X			Hearing Classifying
	e. Identifying speakers' purposes from the material they present; i.e., to persuade, to entertain, to inform, to direct.	X			Hearing Evaluating Decoding Relating Testing
405-904 (104) (108) (112) (115) (301) (401) (404) (406) (805)	The student is able to speak skillfully when using telephones and microphones, when expressing ideas and opinions in discussions and meetings, when reading aloud, and when reciting fifth-level selections, the correct spellings of fifth-level words and specific information to be used for special purposes by:				
	a. Using telephones correctly and effectively to communicate messages and information.	X	X		Evaluating Estimating Testing Speaking
	b. Using microphones effectively when speaking before large groups or over a public address system.	X	X		Evaluating Estimating Testing Speaking
	c. Expressing personal ideas and opinions in group discussions, in class, school business and planning meetings.	X	X		Synthesizing Generalizing Reacting Speaking
	d. Reading fifth-level selections aloud clearly, accurately and fluently; portraying characters, moods, and events through effective use of pause, rate, volume and pitch.	X	X		Decoding Reacting Encoding Speaking
	e. Reciting, from memory, appropriate fifth-level selections and correct spellings of words from a fifth-level basic spelling list.	X	X		Decoding Reacting Encoding Speaking

LANGUAGE ARTS

LEVEL FIVE

Speaking and Listening

	Knowledge	Rules and Gen.	Values	Processes
405-904 (Continued)				
f. Reciting, from memory, specific information for special purposes; e.g., speeches, tests, committee meetings, reports, and other similar situations.	X	X		Decoding Reacting Encoding Speaking

LANGUAGE ARTS

LEVEL FIVE

Grammar and Usage

		Knowledge	Rules and Gen.	Values	Processes
405-001 (115)	The student is able to recognize run-on sentences and what needs to be done to correct them by:				
	a. Identifying run-on sentences; i.e., two or more sentences incorrectly written as one sentence.	X	X		Classifying Decoding Testing
	b. Identifying how to correct run-on sentences; e.g., rewriting them as single sentences or using sentence combining procedures to combine sentences that contain closely related ideas.	X	X		Classifying Transforming Analyzing Testing Deciding
405-002 (115)	The student is able to recognize words that may be used correctly as prepositions, prepositions in sentences, objects of prepositions, prepositional phrases and their functions, including the words they modify by:				
	a. Identifying words which are frequently used as prepositions; e.g., by, to, for, in, of, on, above, at, beside, under, over, from, into, up, with.	X	X		Classifying Decoding Associating
	b. Identifying words used as prepositions in sentences; i.e., words that function as prepositions when followed by nouns, pronouns or adjective-noun combinations: to the house, by the wall.	X	X		Classifying Decoding Associating
	c. Identifying prepositional phrases in sentences; i.e., prepositions together with the nouns and pronouns that follow them including words that describe the nouns: I came for the blue book. The boy in the red coat is my brother.	X	X		Classifying Decoding Associating
	d. Identifying the objects of prepositions in sentences; i.e., the noun or pronoun that follows a preposition: I went to the store. He ran down the road.	X	X		Classifying Decoding Associating

		Knowledge	Rules and Gen.	Values	Processes
405-002 (Continued)					
	e. Identifying what prepositions do in sentences; i.e., they show how the nouns or pronouns that follow them (their objects) relate to other parts of the sentences: He ran down the hill. Down establishes the relationship between ran (what he did) and hill (where he did it).	X	X		Classifying Decoding Associating
	f. Identifying the uses of prepositional phrases as adjectives and adverbs in sentences; e.g., in, "The boy in the yellow sweater is late.", the prepositional phrase describes a noun and functions as an adjective. In "He ran across the stream.", the prepositional phrase tells where he ran (modifies the verb) and functions as an adverb.	X	X		Classifying Decoding Associating Deciding
405-003 (115)	The student is able to recognize adverbs in sentences, what they do, their placement in sentences, the ly endings of many adverbs; the positive, comparative and superlative forms of adjectives and adverbs and their uses to express a quality and to compare two things and more than two things by:				
	a. Identifying the uses of adverbs in sentences; i.e., words that tell how (The boy walked slowly.), when (He ran yesterday.), and where (The path goes foreward.) about verbs and how much about adjectives (He was a very tall man.) and other adverbs (She called very loudly.).	X	X		Decoding Analyzing Deciding
	b. Identifying the positions of adverbs in sentences; i.e., (1) Directly before or after the verbs they modify; i.e,, He slowly walked away. He walked slowly away. (2) At the beginning of the sentences: Slowly he walked away. (3) At the end of the sentence: He walked away slowly. (4) Directly before the adjectives and other adverbs they modify: She was quite busy. He danced unusually well.	X	X		Decoding Analyzing Deciding
	c. Identifying the ending that characterizes most adverbs that tell how about verbs; i.e., they usually end in ly.	X	X		Decoding Analyzing Deciding

		Knowledge	Rules and Gen.	Values	Processes
405-003 (Continued)					
	d. Identifying the positive, comparative and superlative forms of adjectives and adverbs and their uses to express qualities and to compare two things and more than two things; i.e., (1) The positive form describes one thing and does not make a comparison: The house is old. The rain fell steadily. (2) The comparative forms are used to compare two things and are formed by adding er endings or the words more or less to the positive forms: The brown house is older than the red one. He ran faster than you. This flower is more beautiful than that one. Ralph moves more slowly than Bill. This dog is less vicious than that one. Of the contestants, Bill performs less skillfully. (3) The superlative forms are used to compare more than two things and are formed by adding est endings or the words most or least to the positive forms: Bill is the strongest boy in the class. Beth is the most intelligent girl on the team. That job is the least satisfactory of all. Of all the boys, he runs the fastest. The yellow rose blooms most beautifully of all flowers. That motor runs least smoothly of all.	X	X		Decoding Analyzing Deciding
	e. Identifying positive, comparative and superlative form adjectives and adverbs in sentences.	X	X		Decoding Analyzing Deciding
405-004 (115)	The student is able to recognize the correct use of singular, plural, possessive, first, second and third person pronoun forms; the correct use of a, an, the, this, that, these and those; and the forms of sing, ring, blow, fly, tear, wear, break, hide, may-can, good-well, and teach-learn that are grammatically correct for their use in sentences by:				

LANGUAGE ARTS

LEVEL FIVE

Grammar and Usage

	Knowledge	Rules and Gen.	Values	Processes
405-004 (Continued)				
a. Identifying the singular personal pronoun forms that can correctly represent singular nouns (I, me, mine, you, yours, he, him, his, she, her, hers, it, its), plural personal pronoun forms that can correctly represent plural nouns (we, us, ours, you, yours, they, them, theirs), and possessive pronoun forms that can correctly represent possessive nouns (my, mine, your, yours, his, her, hers, its, our, ours, their, theirs).	X	X		Decoding Analyzing Deciding
b. Identifying personal pronoun forms that can correctly represent the names of persons speaking (first person pronoun forms: I, me, my, mine, we, us, ours), the names of persons being spoken to (second person pronoun forms: you, your, yours) and the names of persons being spoken about (third person pronoun forms: he, him, his, she, her, hers, it, its, they, them, their, theirs).	X			Decoding Analyzing Deciding
c. Identifying the forms of sing, ring, blow, fly, tear, wear, break and hide which correctly express the time of action intended and agree with the subjects of sentences in which they occur.	X			Decoding Analyzing Deciding
d. Identifying the correct uses of may-can, good-well, and teach-learn to express the meaning intended in sentences in which they occur.	X			Decoding Analyzing Deciding
e. Identifying the correct uses of a, an, and the and this, that, these, and those before nouns in sentences.	X			Decoding Analyzing Deciding

LANGUAGE ARTS

LEVEL SIX

Study Skills

		Knowledge	Rules and Gen.	Values	Processes
406-502 (102) (103) (115) (805)	The student is able to determine the information contained in encyclopedias, dictionaries and atlases and variations in information about the same topics from one source to another by:				
	a. Identifying the information contained in encyclopedias, dictionaries and atlases.	X			Decoding Analyzing Relating Generalizing
	b. Identifying variations in information provided about the same topics in encyclopedias, dictionaries and atlases.	X			Evaluating Decoding Relating Comparing
406-503 (102) (115) (805)	The student is able to identify appropriate reading strategies to use to read for general information, for particular information, and for the location of specific passages by:				
	a. Determining effective reading strategies to use to read for general information; e.g., surveying material, questioning self about content, reading again to gain information needed to answer questions, outlining and taking notes as needed; checking recall, re-reading as needed.	X			Evaluating Decoding Associating Solving Problems
	b. Determining effective reading strategies to use to read for particular information; i.e., skim reading, scanning, very rapid reading.	X			Evaluating Decoding Associating Solving Problems
	c. Determining effective reading strategies to use to locate specific passages; e.g., skim reading, scanning, marking passages and spot checking.	X			Evaluating Decoding Associating Solving Problems

LANGUAGE ARTS

LEVEL SIX

Study Skills

		Knowledge	Rules and Gen.	Values	Processes
406-504 (102) (103) (115) (805)	The student is able to determine data provided by maps and globes from map scales and grids, identify information provided by different kinds of maps, use parallels and meridians and latitude and longitude designations to locate specific places and to interpret and apply data by:				
	a. Interpreting information provided on maps using map scales and grids.	X	X		Decoding Interpreting Relating
	b. Identifying information provided by various types of maps; e.g., highway (road) maps, political maps, topographical maps.	X	X		Decoding Interpreting Relating Synthesizing
	c. Synthesizing information about particular areas from a variety of maps.	X	X		Decoding Interpreting Relating Synthesizing
	d. Identifying directions using parallels and meridians or latitude and longitude designations to locate places and maps and globes.	X	X		Decoding Inferring Analyzing

LANGUAGE ARTS

LEVEL SIX

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
406-601 (115) (401) (701) (705) (707) (708)	The student is able to demonstrate value of personal abilities to use variations in oral expression, images, similies, and metaphors to convey moods and emotions when reading or reciting literary passages, literary selections, myths, and legends by:				
	a. Showing enjoyment of opportunities to use variations of oral expression to convey moods and emotions when reading selections aloud and when reciting memorized selections.	X		X	Inferring Interpreting Creating Vocalizing
	b. Showing enjoyment of opportunities to use similes and metaphores effectively to communicate specific meanings when presenting myths and legends to audiences.	X		X	Interpreting Inferring Analyzing Relating Creating Speaking
406-602 (103) (108) (112) (115) (401) (404) (701) (703)	The student is able to demonstrate value of personal abilities to interpret uses of vocal expression, figurative language, and sound effects used to communicate specific impressions in oral presentations by:				
	a. Showing enjoyment when listening to oral presentations in which changes of expression, similies, and metaphors are used to communicate mood, tone and sensory impressions.	X		X	Hearing Decoding Interpreting Reacting
	b. Showing enjoyment when listening to audio-visual presentations in which sound effects are used to communicate specific moods and impressions.	X		X	Hearing Decoding Interpreting Reacting

LANGUAGE ARTS

LEVEL SIX

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
406-603 (108) (401) (408) (701) (703)	The student is able to demonstrate value of personal abilities to compose logical conclusions for reading selections and to use figurative language and analogies when composing original poems, legends and myths by:				
	a. Showing enjoyment of being able to write logical conclusions for reading selections.	X		X	Decoding Reacting Creating Writing
	b. Showing enjoyment of being able to use analogies, hyperboles, similes and metaphors effectively to describe objects, ideas and situations when composing poems, myths, and legends.	X		X	Analyzing Associating Inferring Synthesizing Creating Writing
	c. Showing enjoyment of being able to use analogies, hyperboles, similes and metaphors effectively to express exaggeration when composing original poems, myths, and legends.	X		X	Analyzing Associating Inferring Synthesizing Creating Writing
406-604 (101) (102) (103) (109) (115) (701) (805)	The student is able to demonstrate value of personal abilities to apply reading comprehension skills to interpret analogical relationships, myths, legends and other reading selections and to explore, clarify and affirm personal values by:				
	a. Showing enjoyment of being able to apply comprehension skills effectively to interpret analogical relationships presented in reading selections.	X		X	Decoding Interpreting Reacting
	b. Showing enjoyment of being able to apply comprehension skills effectively to interpret myths, legends, and other reading selections.	X		X	Decoding Interpreting Reacting
	c. Showing enjoyment of being able to use reading experiences to explore, clarify and affirm personal values.	X		X	Decoding Interpreting Relating Reacting

LANGUAGE ARTS

LEVEL SIX

Affective Language

		Knowledge	Rules and Gen.	Values	Processes
406-605 (701) (702) (703) (704) (805)	The student is able to demonstrate value of personal abilities to use sound effects skillfully to create auditory images when presenting dramatizations to others by:				
	a. Showing enjoyment when experimenting with various sound effects to identify ways to produce specific auditory impressions.	X		X	Hearing Evaluating Comparing Testing Creating Deciding
	b. Showing enjoyment of being able to use a sound effect skillfully to create auditory images when making presentations to others.	X		X	Selecting Analyzing Creating Dramatizing

LANGUAGE ARTS

LEVEL SIX

Literature

		Knowledge	Rules and Gen.	Values	Processes
406-701 (101) (109) (309) (408) (701) (705)	The student is able to recognize myths and legends, identifying the gods, heroes and explanations of natural phenomena which characterize myths; the historical basis and the real-life and make-believe heroes in legends; the incidents related and the elements of fact and fiction found in myths and legends; and the areas where the stories originated by:				
	a. Identifying mythological gods and goddesses, their domains, powers and relationships to each other as they are presented in common myths.	X			Decoding Interpreting Relating
	b. Identifying explanations of natural phenomena in common myths.	X			Classifying Decoding Analyzing Associating
	c. Identifying the historical basis of legends.	X			Decoding Analyzing Relating
	d. Identifying real-life and make-believe heroes presented in legends.	X			Classifying Decoding Associating Discriminating
	e. Identifying the stories related in myths and legends and the elements of fact and fiction they contain.	X			Evaluating Decoding Analyzing Associating Discriminating
	f. Identifying the national or regional origin of myths and legends.	X			Decoding Analyzing Associating
406-702 (309) (312) (701) (705) (706)	The student is able to recognize the use of imagery in poetry, identifying words, phrases, sentences, and passages that express sensory impressions and those that express feelings and emotions by:				
	a. Identifying words, phrases, sentences and passages in poems that tell how things look, sound, taste, smell, and feel when they are touched or experienced.	X			Decoding Analyzing Relating Discriminating

LANGUAGE ARTS

LEVEL SIX

Literature

		Knowledge	Rules and Gen.	Values	Processes
406-702 (Continued)					
	b. Identifying words, phrases, sentences and passages in poems that tell how people feel; e.g., sad, happy, brave, frightened, angry, disappointed.	X			Decoding Analyzing Relating Discriminating
406-703 (101) (103) (109) (309) (408)	The student is able to recognize myths and legends presented in play form, identifying the mythological and legendary characters and events as they are related through dialogue and action by:				
(701) (705) (708)	a. Identifying mythological and legendary characters played by actors in dramatizations of myths and legends.	X			Hearing Viewing Decoding Analyzing Relating
	b. Identifying events from common myths and legends presented through dialogue and action in dramatizations of myths and legends.	X			Hearing Viewing Decoding Analyzing Relating
406-704 (115) (701) (703) (805)	The student is able to recognize the purposes and characteristics of narrative, descriptive, informative and persuasive writing in literature by:				
	a. Identifying the purposes and characteristics of narrative writing; i.e., (1) purposes: to entertain, to present fictious or factual information about people and incidents; (2) characteristics: series of real or imagined events; usually arranged in chronological order.	X			Classifying Decoding Analyzing Discriminating Testing Deciding
	b. Identifying the purposes and characteristics of descriptive writing; i.e., (1) purposes: to entertain, to inform, to create sensory images; (2) characteristics: descriptions of feelings, emotions, reactions; descriptions of how things, people, and places look, smell, taste, sound and feel when touched or experienced; with no set pattern or order of presentation.	X			Classifying Decoding Analyzing Discriminating Testing Deciding

LANGUAGE ARTS

LEVEL SIX

Literature

406-704 (Continued)

	Knowledge	Rules and Gen.	Values	Processes
c. Identifying the purposes and characteristics of informative writing; i.e., (1) purpose: to instruct, to inform; (2) characteristics: facts and details about topics; usually organized in logical order by topics, subtopics and supporting details.	X			Classifying Decoding Analyzing Discriminating Testing Deciding
d. Identifying the purposes and characteristics of persuasive writing; i.e., (1) purpose: to influence readers to follow or support a specific course of action; (2) characteristics: presents stated or implied positions (in an advertisement, the position is usually that the reader should buy the product), includes reasons, examples, facts and details supporting the position; usually organized in order of importance.	X			Classifying Decoding Analyzing Discriminating Testing Deciding

LANGUAGE ARTS

LEVEL SIX

Composition

		Knowledge	Rules and Gen.	Values	Processes
406-801 (101) (102) (103) (108) (109) (115) (805)	The student is able to write short, narrative compositions containing conversations in which the exact words of the speakers are quoted; short, well-developed paragraphs that describe, inform, explain and express opinions; evaluate and revise to improve written compositions by:				
	a. Composing short, properly titled, narrative compositions that are developed in chronological order and that contain conversations in which the exact words of those speaking are quoted.	X	X		Interpreting Relating Synthesizing Encoding Reacting Creating Writing
	b. Composing short, properly titled, logically developed, well-organized, descriptive paragraphs; i.e., each paragraph should contain a topic sentence, an introductory sentence (the introductory sentence may be the topic sentence), two or more sentences describing the topic and an effective concluding sentence. (If the topic sentence is not used as the introductory sentence, the concluding sentence may be the topic sentence.).	X	X		Interpreting Relating Synthesizing Reacting Creating Writing
	c. Composing short, properly titled, logically developed, well-organized, informative paragraphs; i.e., each paragraph should contain a topic sentence, an introductory sentence (which may be the topic sentence), two or more sentences that tell information (facts and details) about the topic and an effective concluding sentence (which may be the topic sentence if it does not occur at the beginning of the sentence).	X	X		Summarizing Interpreting Synthesizing Encoding Creating Writing
	d. Composing short, properly titled, logically developed, well-organized, explanatory paragraphs; i.e., each paragraph should contain a topic sentence, an introductory sentence (which may be the topic sentence) two or more sentences that develop the topic by explaining a process or activity and an effective concluding sentence (which may be the topic sentence if it does occur at the beginning of the paragraph).	X	X		Summarizing Interpreting Synthesizing Encoding Creating Writing

LANGUAGE ARTS

LEVEL SIX

Composition

		Knowledge	Rules and Gen.	Values	Processes
406-801 (Continued)					
	e. Composing short, properly titled, logically developed, well-organized opinion paragraphs; i.e., each paragraph should contain a topic sentence, an introductory sentence (which may be the topic sentence), two or more paragraphs that develop the topic by stating facts and examples that support the opinion stated in the topic sentence, and an effective concluding sentence (which may be the topic sentence if it does not occur at the beginning of the paragraph).	X	X		Summarizing Synthesizing Generalizing Reacting Creating Writing
	f. Using evaluation and revision processes to improve written compositions.	X	X		Evaluating Manipulating Decoding Testing Deciding Writing
406-802 (115) (805)	The student is able to write effective sentences and questions free from unnecessary repetition and unnecessary words in which personal pronouns are used correctly; the positions of adjectives and adverbs are varied for interest and clarity; with the words why, when, where, what, who, which, whose used correctly to introduce questions and introductory yes and no used correctly at the beginnings of sentences; evaluate and revise to improve usage and style in written work by:				
	a. Composing sentences and questions free from unnecessary repetition and unnecessary words; e.g., incorrect examples: This here wheel is broken. I had me an ice cream cone. The boy he went to school. Corrected examples: This wheel is broken. I had an ice cream cone. The boy went to school.	X	X		Decoding Synthesizing Testing Deciding Writing

		Knowledge	Rules and Gen.	Values	Processes
406-802 (Continued)					
	b. Composing sentences and questions in which I, he, she, we and they are used correctly as subjects or as pronouns that follow linking verbs and rename the subjects of sentences (predicate nominatives) and me, him, her, us and them are used correctly as objects of prepositions (Give it to me.) or as pronouns representing names of persons in sentences that receive actions performed by the subjects (direct objects: Bill hit him. The usher seated us.).	X	X		Decoding Synthesizing Testing Deciding Writing
	c. Composing sentences and questions in which the positions of adjectives and adverbs are varied for interest and clarity; e.g., The tired, old man walked home slowly. Slowly the man, tired and old, walked home.	X	X		Estimating Evaluating Synthesizing Testing Deciding Writing
	d. Composing correct, complete sentences and questions beginning with why, when, where, what, who, did and do and correct, complete sentences beginning with yes or no; e.g., Do you know the answer? Yes, I looked it up yesterday. Why did you leave early? Did you see the fire?	X	X		Estimating Evaluating Synthesizing Testing Deciding Writing
	e. Using evaluation-revision processes to improve usage and style in written work.	X	X		Evaluating Manipulating Decoding Testing Deciding Writing
406-803 (115) (805)	The student is able to compose neat, legible written papers in which paragraphs are properly indented; numerals, capital and lower case manuscript or cursive letters are appropriately formed, aligned, slanted, spaced and used correctly to indicate capitalization, with the papers properly identified according to an established format; proofread to identify and correct penmanship and format errors by:				

LANGUAGE ARTS

LEVEL SIX

Composition

		Knowledge	Rules and Gen.	Values	Processes
406-803 (Continued)					
	a. Writing numerals and capital and lower case manuscript or cursive letters that are appropriately formed, aligned, slanted, spaced and used correctly to indicate capitalization in words, sentences and paragraphs.	X	X		Decoding Writing
	b. Indenting compositions correctly; i.e., indented to indicate changes of speakers in written dialogue and to indicate the beginning of paragraphs.	X	X		Decoding Writing
	c. Identifying papers clearly and completely according to an established format, writing name, class, grade, date, period and titles of compositions on papers according to standards established for the school or the class.	X	X		Labeling Writing
	d. Proofreading to identify and correct penmanship and format errors in written work.	X	X		Labeling Decoding Analyzing Testing Deciding Writing
406-804 (115) (805)	The student is able to write properly spelled sixth-level words with unexpected spellings, four-syllable words, compound words, complex contractions, the plural and possessive forms of nouns, words containing diphthongs and words that end in y representing a long e sound, proofread to identify spelling errors in written work by:				
	a. Correctly spelling sixth-level words from basic lists that include words with unexpected spellings.	X	X		Decoding Writing
	b. Correctly spelling sixth-level, frequently used, four-syllable words, compound words and complex contractions.	X	X		Decoding Writing
	c. Correctly spelling common plural and possessive noun forms.	X	X		Decoding Writing
	d. Correctly spelling sixth-level words which contain diphthongs.	X	X		Decoding Writing

		Knowledge	Rules and Gen	Values	Processes
406-804 (Continued)					
	e. Correctly spelling sixth-level words which end in y representing the long e sound.	X	X		Decoding Writing
	f. Proofreading to identify and correct spelling errors in written work.	X	X		Decoding Analyzing Testing Deciding Writing
406-805 (115) (805)	The student is able to write properly capitalized and punctuated compositions in which the capital letters are used correctly to indicate names of languages, proper adjectives, titles and the first words of quotations; and punctuation marks are used correctly to indicate quotations and to punctuate quoted material, proofread to identify and correct capitalization and punctuation errors by:				
	a. Capitalizing correctly the names of languages, proper adjectives, titles and quotations; e.g., (1) names of languages: English, Arabic, Hebrew; (2) proper adjectives: American boy, Canadian province, French bread; titles: The Night I Forgot the Key to the House (capitalize the first word and all other words except a, an, and the and short prepositions [to, for, by, with and other similar prepositions]); (3) quotations: capitalize the first word and all other words that would be capitalized if the sentences or passages were not written as quotations. Bill said, "Tomorrow I'm going to Europe for a vacation."	X	X		Decoding Analyzing Relating Writing
	b. Punctuating correctly passages that quote the exact words of speakers; i.e., (1) Enclose the exact words of a speaker in quotation marks ("I'm ready now," he said.), (2) Use quotation marks to separate the exact words of speakers from explanatory material ("The butterfly," said the teacher, "is a strange and wonderful creature."), (3) Place inside quotation marks the punctuation needed to communicate the meanings of the quoted words of speakers (Bill yelled, "The house, the garage, and the barn are on fire!").	X	X		Decoding Analyzing Relating Writing

LANGUAGE ARTS

LEVEL SIX

Composition

	Knowledge	Rules and Gen.	Values	Processes
406-805 (Continued)				
c. Proofreading to identify and correct capitalization and punctuation errors in written work.	X	X		Evaluating Decoding Testing Deciding Writing

LANGUAGE ARTS

LEVEL SIX

Speaking and Listening

		Knowledge	Rules and Gen	Values	Processes
406-901 (115) (401) (805)	The student is able to communicate specific meanings and impressions through gestures, facial expressions and tone of voice by:				
	a. Using gestures effectively to communicate meanings and to create impressions; e.g., waving hand in a farewell gesture, shaking a doubled-up fist to show anger.	X			Evaluating Interpreting Gesturing
	b. Using facial impressions to convey specific meanings; e.g., a smile to indicate friendliness, a frown to indicate worry or anger, a wrinkled forehead to indicate confusion.	X			Evaluating Interpreting Gesturing
	c. Using an appropriate tone of voice to express a mood or to convey a specific meaning; e.g., whining, pleading tone to try to persuade someone, a loud, sharp tone to indicate anger or fear, a soft, soothing tone to indicate affection or to show sympathy.	X			Hearing Evaluating Interpreting Speaking
406-902 (115) (401) (805)	The student is able to demonstrate accepted usage of we and us before nouns; of compound personal pronouns, verbs and pronouns to agree with indefinite pronouns and collective nouns, adjective and adverb forms of descriptive words, and single negatives to make negative statements by:				
	a. Using we and us correctly before nouns; e.g., We students object. You did it to us students.	X	X		Selecting Testing Speaking
	b. Using compound personal pronouns correctly to emphasize statements and to reflect back to the nouns and pronouns they represent; e.g., He bought himself a car. They themselves did it.	X	X		Selecting Testing Speaking
	c. Using verbs and pronouns correctly to agree with indefinite pronouns; e.g., Each does his own work. Many have finished their work. Everyone has arrived. No one is here yet.	X	X		Selecting Testing Speaking

LANGUAGE ARTS

LEVEL SIX

Speaking and Listening

		Knowledge	Rules and Gen.	Values	Processes
406-902 (Continued)					
	d. Using verbs and pronouns correctly to agree with collective noun subjects and antecedents; e.g., The group is here with its request. The herd of sheep wander back and forth across the road.	X	X		Selecting Testing Speaking
	e. Using the adjective and adverb forms of descriptive words correctly; e.g., She is a good girl. She writes well. He moves quickly. The quick fox escaped from the hunter.	X	X		Selecting Testing Speaking
	f. Using single negatives to express negative statements; e.g., correct: I have no money. Incorrect: I haven't no money.	X	X		Selecting Testing Speaking
406-903 (102) (103) (109) (115) (401) (406) (805)	The student is able to direct personal listening experiences through identification of purposes for listening and adaptation of listening levels to fit purposes, identifying arrangement of material presented, selecting main ideas and details, and structuring listening to enhance recall by:				
	a. Identifying purposes for listening to speakers and presentations; e.g., courteousness, companionship, information, explanation, instruction, stimulation, enjoyment.	X			Hearing Evaluating Selecting Decoding Relating Deciding
	b. Adapting listening level to the purpose for listening; e.g., listening actively and intently for specific information desired, listening superficially and casually to conversations of others.	X			Hearing Evaluating Deciding Solving Problems Adapting
	c. Identifying logical arrangements of information presented in speeches; e.g., cause and effect, sequential, spatial.	X			Hearing Ordering Decoding Analyzing Relating
	d. Selecting main points and related details from a listening experience as preparation for recall.	X			Hearing Decoding Analyzing Relating Deciding

LANGUAGE ARTS

LEVEL SIX

Speaking and Listening

		Knowledge	Rules and Gen.	Values	Processes
406-903 (Continued)					
	e. Structuring listening to assure recall of appropriate information; e.g., taking notes, making key word lists, outlining.	X			Hearing Evaluating Decoding Solving Problems Adapting Encoding
406-904 (101) (103) (104) (108) (112) (115) (312) (401) (404)	The student is able to use speaking skills appropriately to meet personal and situational needs when reading sixth-level selections aloud, asking and responding to questions, contributing and responding in conversations, making announcements and reciting from memory appropriate literary passages and selections and the correct spelling of sixth-level words by:				
(406) (805)	a. Reading a sixth-level selection aloud clearly and fluently.	X			Decoding Inferring Interpreting Reacting Speaking
	b. Asking pertinent questions about topics and problems.	X			Evaluating Analyzing Solving Problems Speaking
	c. Responding effectively to questions.	X			Hearing Associating Synthesizing Deciding Speaking
	d. Participating in conversations as an effective contributor of ideas and information and as an effective listener and respondent to the contributions of others.	X			Hearing Evaluating Analyzing Synthesizing Making Decisions Speaking
	e. Making announcements effectively.	X	X		Ordering Synthesizing Making Decisions Speaking
	f. Reciting from memory appropriate sixth-level selections and the correct spelling of sixth-level spelling words from a basic list.	X	X		Decoding Reacting Encoding Speaking

LANGUAGE ARTS

LEVEL SIX

Grammar and Usage

		Knowledge	Rules and Gen	Values	Processes
406-001 (115)	The student is able to recognize within sentences and as separate sentences written quotations of the exact words of speakers, their forms and the correct capitalization and punctuation of direct quotations by:				
	a. Identifying written quotations of the exact words of speakers; i.e., words, phrases and sentences set off by quotation marks, frequently preceded or followed by phrases such as he said, Bill remarked, she asked, mother called.	X	X		Viewing Decoding Interpreting Testing Deciding
	b. Identifying the correct capitalization and punctuation of written quotations of the exact words of speakers; i.e., quotation marks used to enclose quoted words, phrases and sentences and to separate the exact words quoted from explanatory material, capitalized first words in quotations, first words of sentences within quotations, and appropriate capitalization of other words within the quotation (proper nouns and adjectives, titles and words referring to the bible or diety); end punctuation and all other punctuation needed to communicate the meaning of the quotation placed within the quotation marks; a comma after explanatory words which precede and, in most cases introduce quotations (Alice said, "I will be at the swimming pool all afternoon.").	X	X		Viewing Decoding Interpreting Testing Deciding
406-002 (115)	The student is able to recognize simple and complete subjects, simple and complete predicates, predicate nominatives, predicate adjectives, predicate adverbs, direct objects, indirect objects, objects of prepositions, prepositional phrases, modifiers and structure words as parts of sentences; and introductory yes and no, nouns of direct address, words that express strong feelings and words that interrupt the thoughts expressed in sentences as independent elements in sentences by:				

LANGUAGE ARTS

LEVEL SIX

Grammar and Usage

	Knowledge	Rules and Gen.	Values	Processes
406-002 (Continued)				
a. Identifying as parts of sentences simple and complete subjects and predicates in sentences; e.g., (1) The noun word in the subject (noun or pronoun) that is or does what the sentence states is the simple subject (The tired little puppy slept soundly.). (2) The simple subject and all the words and phrases that modify it form the complete subject (The tired little puppy with the black and white paws slept soundly.). (3) The simple predicate is the verb and any helping verbs that are used with it to express the exact time of the actions performed by the subject or to express states of being or condition about the subject (The puppy slept on the floor. The puppy had slept for an hour. The grass is green.). (4) The complete predicate, all the words and phrases that modify it (tell how, when, where, or how much about the verb) and any sentence parts needed to complete the statement made about the subject: predicate nominatives, predicate adjectives, predicate adverbs, indirect objects and direct objects and the modifiers they contain form the complete predicate (predicate nominative: The puppy was an airdale. predicate adjective: The puppy was tiny. predicate adverb: The puppy fell down. indirect object and indirect object: The puppy brought me the paper. direct object: The puppy bit me. prepositional phrase: The puppy slept soundly on the floor.).	X	X		Labeling Classifying Decoding Analyzing Associating
b. Identifying as parts of sentences prepositional phrases and the objects of the prepositions in complete subjects and in complete predicates in sentences; e.g., The boy in the blue coat (in the complete subject, in being the preposition and coat being the object of the preposition) ran down the street (in the complete predicate, down being the preposition and street being the object of the preposition).	X	X		Labeling Classifying Decoding Analyzing Associating

LANGUAGE ARTS

LEVEL SIX

Grammar and Usage

	Knowledge	Rules and Gen	Values	Processes
406-002 (Continued)				
c. Identifying as parts of the sentence direct objects, indirect objects, predicate nominatives, predicate adjectives and predicate adverbs in the complete predicates of sentences; e.g., (1) direct objects: He hit the boy. I saw you. (2) indirect objects: She gave me a book. The teacher offered the class a choice. (3) predicate nominatives: The winner is Randy. The storm was a killer. (4) predicate adjectives: Betty looked tired. Jim is tall. (5) predicate adverb: The boy came here. We left yesterday.	X	X		Labeling Classifying Decoding Analyzing Associating
d. Identifying as parts of sentences modifiers and structure words in sentences; i.e., (1) modifiers: adjectives, adverbs and prepositional phrases; (2) structure words: prepositions and conjunctions.	X	X		Labeling Classifying Decoding Analyzing Associating
e. Identifying independent elements and their correct punctuation in sentences; i.e., words and phrases not needed to communicate the intended meanings of the sentences in which they occur; i.e., (1) nouns of direct address (Mary, this is the picture of your friend.). (2) yes or no at the beginnings of sentences (Yes, I will be there. No, we do not have any time left.). (3) words that interject reactions (Oh! I'm glad you're here. Well, now you've done it.). (4) words or phrases that interrupt the thought of sentences (appositives: The old man, our school custodian, was sick. Interrupting ideas: I am surprised, in fact amazed, at your excellent work.). (5) independent elements are usually set off from the rest of the sentence by commas.	X	X		Labeling Classifying Decoding Analyzing Associating

LANGUAGE ARTS

LEVEL SIX

Grammar and Usage

		Knowledge	Rules and Gen.	Values	Processes
406-003 (115)	The student is able to recognize words that function in sentences as different parts of speech; nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections; their uses in sentences; changes in forms of nouns according to their functions in sentences, changes in pronoun forms according to their use in sentences; and changes in verb forms to show time and to agree with their subjects by:				
	a. Identifying words that function as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections as parts of speech in sentences; e.g., in the sentence, "Hurrah! big Bill Brown from my home town won a trophy and a cash prize." Hurrah is an interjection; big is an adjective; Bill Brown is a noun; from is a preposition; my is a possessive pronoun used as an adjective; home is an adjective; town is a noun; won is a verb; a is an adjective; trophy is a noun; and is a conjunction; a is an adjective; cash is an adjective; and prize is a noun.	X	X		Labeling Classifying Decoding Analyzing Associating
	b. Identifying the functions of nouns and personal pronouns in sentences; i.e., subjects, predicate nouns (or pronouns) direct objects, indirect objects, objects of prepositions, nouns (or pronouns) of direct address, and appositives in sentences.	X	X		Labeling Classifying Decoding Analyzing Associating
	c. Identifying noun and personal pronoun form changes according to their use in sentences; i.e., (1) nouns add apostrophe s ('s) or an apostrophe (') to show possession and to function as adjectives (That coat is Joan's. Bill's coat is here. Five boys' coats are gone.) (2) nouns do not change their form in any other way according to their use in the sentence. (3) personal pronouns change their forms according to their use in sentences as follows: (a) personal pronouns that can be correctly used as subjects, predicates, pronouns and appositives to subjects and predicate nouns - I, we, ours, you, yours, she, hers, he, his, it, its, they, theirs.	X	X		Evaluating Classifying Analyzing Deciding

406-003 (Continued)

	Knowledge	Rules and Gen.	Values	Processes
c. (Continued) (b) Personal pronoun forms that can be correctly used as direct objects, indirect objects, objects of prepositions and appositives to them: me, mine, us, ours, you, yours, him, his, her, hers, it, its, they, theirs. (d) Possessive personal pronoun forms that can function correctly as adjectives: my book, our house, your hat, his shoes, her purse, its windows, their answers. (e) The only personal pronoun form that can be used as pronoun of direct address: you.				
d. Identifying the functions of verbs in sentences and changes in verb forms made for them to agree with singular subjects and to show time of action or condition; i.e., (1) Verbs express action carried out by the subject or condition or state of being of the subject (action: The car raced down the road. condition: The boy seems tired. state of being: The man is a teacher.). (2) Most verbs show past time by adding an ed ending or an ed ending and helping verbs to the present time, plain form, future time by adding shall or will to the present plain form and action in progress by adding an ing ending and a form of the verb be to the present plain form (present time: I walk. past time: I walked yesterday. special past time: I have walked for years. I had walked before you came. future time: I will walk tomorrow. I shall walk again soon. action in progress: I am walking now.) (3) Some verbs show past time and special past time by a change in the internal spelling of the present plain form (present: You go. past: You went. special past: You have gone. You had gone. future: You shall go. action in progress: You are going.) (4) Verbs add an s ending to the present plain form to agree with a singular subject about which something is being said (walk-walks: Bill walks home.).	X	X		Evaluating Classifying Analyzing Deciding

LANGUAGE ARTS

LEVEL SIX

Grammar and Usage

		Knowledge	Rules and Gen.	Values	Processes
406-003 (Continued)					
	e. Identifying the functions of adjectives and adverbs in sentences; i.e., (1) adjectives modify by describing or limiting nouns and pronouns (descriptive: The gray dress is gone. He is tall. The man, old and stooped, left. limiting: his book, this pencil, four men, third prize, a boy, an elephant, the answer,)(2) adverbs modify (tell how, when, where, why or how much about) verbs, adjectives and other adverbs (how: The fire burned fiercely. when: He is here now. where: Away sailed the boat. why: I came to learn. how much about an adjective: She is quite pretty. how much about an adverb: He ran extremely well.).	X	X		Classifying Evaluating Analyzing Deciding
	f. Identifying the functions of prepositions, conjunctions and interjections in sentences; i.e., (1) prepositions relate the nouns or pronouns that follow them in prepositional phrases to the verbs, nouns or pronouns that the prepositional phrases modify (The girl with the books walked down the hall.).	X	X		Evaluating Classifying Decoding Analyzing Deciding
406-004 (115) (407) (805)	The student is able to recognize the correct use in sentences of sit, set, rise, raise, lie, lay, swim, drink, speak, choose, here is, here are, there is, there are, good, better, best, more, most, less, least, bad, worse, worst, and examples of comparative forms of adjectives and adverbs that are grammatically correct for their uses in sentences by:				
	a. Identifying the forms of sit, set, rise, raise, lie, lay, swim, drink, speak and choose which agree with the subjects of the sentences in which they occur and which correctly express the times of action and meanings intended.	X	X		Decoding Analyzing Deciding
	b. Identifying the correct uses of here is, here are, there is, there are to agree with the subjects of the sentences in which they occur and to express the meaning intended.	X	X		Decoding Analyzing Deciding

LANGUAGE ARTS

LEVEL SIX

Grammar and Usage

406-004 (Continued)

	Knowledge	Rules and Gen.	Values	Processes
c. Identifying the correct uses of good, better, best, more, most, less, least, bad, worse, and worst to express degrees of comparison intended.	X	X		Decoding Analyzing Deciding
d. Identifying the forms of adjectives and adverbs to use to correctly express degrees of comparison in sentences; e.g., positive degree: Simple adjective and adverb forms - pretty, skillful, slow, quietly; comparative degree: er, more and less forms - prettier, more skillful, less skillful, slower, more quietly, less quietly; superlative degree: est, most and least forms - most skillful, slowest, most quietly.	X	X		Decoding Analyzing Deciding

APPENDIX

KNOWLEDGE CATEGORIES: WHAT THE STUDENT KNOWS

The student knows those principles, generalizations, conventions, properties, trends, discriminations, classifications, orientations, operations, relationships, and criteria appropriate to the student's achievement level. The acquisition of this knowledge is an important aspect of career training.

G1 PRINCIPLES, LAWS, AND RULES

The student knows. . .
- rules of language and sentence construction.
- rules of phonics and word structure.
- laws of mathematics.

G2 SIMPLE GENERALIZATIONS

The student knows. . .
- generalizations related to language and sentence construction.
- generalizations related to speech patterns.
- generalizations related to spelling, phonics, and word structure.
- generalizations related to human behavior and interaction.
- values related to reading and communication.
- values related to careers.

K1 CONVENTIONS: NAMES AND TERMINOLOGY

The student knows. . .
- names of people, places, and things.
- names describing actions and reactions.
- terms related to space and time.
- vocabulary related to specific occupations.
- vocabuary related to subject areas.

K2 CONVENTIONS: SYMBOLS, RULES, STANDARDIZED PROCESSES, DEFINITIONS

The student knows. . .
- conventions of writing, language, and research.
- conventions of speaking and listening.
- conventions related to questioning and inquiry.
- conventions of behavior in social settings.
- processes for using materials or programs.
- conventions related to mathematics and mathematical processes.
- processes and definitions related to natural and physical sentences.
- processes and definitions related to social studies.

K3 PROPERTIES, PARTS, CHARACTERISTICS, FEATURES, ELEMENTS, DIMENSIONS

The student knows. . .
- parts and characteristics of books, research materials, stories, paragraphs, and poems.
- elements of speeches, oral presentations, discussions, and debates.
- shape and physical properties as features.
- color or visual attributes as features.
- sound or auditory attributes as features.
- tasks and skills of occupations.

K4 TRENDS AND SEQUENCES

The student knows. . .
- •steps of a task or a project.
- •order of a story, a narrative, or of events.
- •order of natural events, as in biology or physical sciences.
- •alphabetical and numerical sequences.

K5 SIMILARITIES AND DIFFERENCES, DISCRIMINATIONS, CLASSIFICATIONS

The student knows. . .
- •size, shape, color, and dimensions as discriminatory factors.
- •sound, taste, texture, and smell as discriminatory factors.
- •properties, parts, characteristics, features, and elements.
- •relationships and uses as classifiers of discriminatory factors.
- •comparisons between careers and occupations.

K6 CONTEXTS, LOCATIONS, AND ORIENTATIONS

The student knows. . .
- •contexts or locations in a book, a story, and written material.
- •contexts or locations in a speech, or spoken presentation.
- •directional orientations; left, right, and map orientations.
- •location of materials in a media center.
- •procedures for getting to specific locations.
- •orientations of various reference materials.

K7 OPERATIONS, METHODS OF DEALING WITH, FUNCTIONS

The student knows. . .
- •contextual meaning of language.
- •contextual meaning of numbers and quantities.
- •functions of graphs, charts, maps, and research.
- •methods of dealing with social groups.
- •uses of letters, numbers, words, punctuation, resource material, and media.
- •functions of personnel within the school and within an occupational group.

K8 CAUSE AND EFFECT RELATIONSHIPS (COSTS AND BENEFITS)

The student knows. . .
- •costs and benefits related to behavior or interactions with others.
- •costs and benefits related to rules.
- •costs and benefits related to operations or methods.
- •costs and benefits related to various occupational choices.
- •costs and benefits related to mastery of academic skills.
- •costs and benefits related to values and choices.

K9 CRITERIA OR STANDARDS

The student knows. . .
- •criteria or standards related to evaluation of work, written material, and produced artistic expression.
- •criteria or standards related to contests, games, and skills.
- •criteria or standards related to behavior and social interaction.
- •criteria or standards related to occupations.

K10 NON CAUSE-EFFECT RELATIONSHIPS

The student knows. . .
there is no relationship between superstitions and good luck charms.
giving advantages and disadvantages to events.
there may be no interrelationship between articles found in the same place or time frame.

INQUIRY-PROBLEM SOLVING PROCESSES: WHAT THE STUDENT IS ABLE TO DO

P1 INPUT — ACQUIRING INFORMATION

The student is able to acquire information by participating in one or more of the following or similar activities. Acquisition of information is an important aspect of career training.

P1.1 VIEWING

The student is able to. . .
- observe attentively pictures, printed materials, films, and filmstrips.
- see likenesses and differences between letters, words, and illustrations.
- observe details in pictures and written material.
- observe and remember colors and lines.
- tracking visually.

P1.2 HEARING

The student is able to. . .
- listen attentively to records, tapes, and radio presentations.
- hear likenesses and differences in pitch, tone, inflection, accent, pronunciation, or enunciation.
- recognize music heard before.
- listen for a specific purpose; e.g., the main idea, the most important
- facts, or the steps required to complete a task.
- understand the spoken words used at one's achievement level.
- follow verbal directions.
- can hear rhymes.

P1.3 FEELING (TOUCHING)

The student is able to. . .
- move and manipulate things such as beads, blocks and industrial and artistic materials.
- compare solids on the basis of texture, weight, temperature, and shape.
- compare liquids in terms of viscosity, temperature, and adhesion.

P1.4 SMELLING

The student is able to. . .
- identify substances by odor such as foods, flowers, and chemicals.
- determine, through smell, how scents are alike and different.

P1.5 TASTING

The student is able to. . .
- identify substances by taste.
- distinguish between salt, sour, bitter, and sweet tastes.

P1.6 USING SENSE EXTENDERS

The student is able to. . .
- use a microscope, telescope, and magnifying glass.
- use microphones, and amplification devices.
- use scales to identify differences in weight, colors, and properties.
- use electrical and chemical devices to detect differences in the
- properties of liquids, odors, and tastes.

P1.7 USING INTERNAL SENSORS OF EMOTION

The student is able to. . .
- respond to non-verbal cues as indicators of emotion.
- respond to friendly or unfriendly, natural or unnatural actions
- of animals.
- interpret stance or reaction as indicators of intent.

P2 INSURING VALIDITY AND ACCURACY — VERIFICATION OF INFORMATION

The student is able to verify the validity and accuracy of information by participating in one or more of the following or similar activities. The ability to verify and validate information is an important aspect of career training.

P2.1 EVALUATING AUTHORITATIVENESS OF SOURCES

The student is able to. . .
- question the reliability of spoken information by asking for the original source.
- evaluate reference books and sources.
- quote the source of one's information.
- tell the difference between fact and opinion.
- check for documentation in written material.
- set and use criteria for credibility of a speaker or writer.

P2.2 EVALUATING LOGICAL CONSISTENCY AND ACCURACY

The student is able to. . .
- evaluate similarities and differences.
- evaluate the logic of the organizational framework.
- identify the inaccuracies in a story and a sequence.
- identify the problem.
- identify the solution.
- evaluate elements to determine those that do not belong or do not
- fit the pattern.
- select solutions or choices in terms of their appropriateness for
- meeting a desired goal.
- evaluate and verify the consistency of writing, speaking, and
- acting styles.

P2.3 EVALUATING RELEVENCE TO DESIRED LEARNING PURPOSE

The student is able to. . .
- •select reference books appropriate for the task.
- •ask relevent questions during a discussion.
- •describe how drill and practice relates to learning skills.
- •evaluate materials, strategies, and activities which are appropriate
- •or inappropriate for solving a given problem.
- •take appropriate notes.

P2.4 EVALUATING READINESS FOR ACTING OR DECIDING (COMPREHENSIVENESS AND DEPTH)

The student is able to. . .
- •select goals or desired outcomes in relation to materials, alternatives, values, and needs.
- •have a plan of action before acting.
- •determine what things, people, and shortages will act as roadblocks or constraints.
- •plan, carry out a plan, and evaluate the plan in terms of how well
- •one was able to accomplish the purpose.
- •predict how actions will relate to one's self and to others.

P3 PREPROCESSING — ORGANIZING INFORMATION

The student is able to organize information by participating in one or more of the following or similar activities. The ability to organize information is an important aspect of career training.

P3.1 LABELING, NAMING, NUMBERING, CODING

The student is able to. . .
- •name an object and an event.
- •name a category of objects and events.
- •name a collection and label its parts.
- •identify and name letters, numbers, shapes, colors, rules, and principles.
- •identify by size, shape, color, and use.
- •use one's own name, address, telephone number, and other appropriate biographical information.
- •number a sequence of steps in a recipe.
- •number a sequence of events as they occur in time.
- •use a code or a filing system.

P3.2 RECORDING, LISTING

The student is able to. . .
- •take notes related to something heard or seen.
- •organize information in an outline form.
- •label a diagram.
- •make a bibliography.
- •record reference or source information.
- •list members of the class, a group, or a category.
- •list the schedule or tasks to be accomplished.

P3.3 CLASSIFYING, CATEGORIZING, GROUPING, SELECTING ACCORDING TO CRITERIA

The student is able to. . .
- tell how events are related or unrelated.
- tell how objects and events are related or unrelated.
- classify a set of objects into two or more groups and describe the
- criteria for each group.
- tell how members of categories are alike or different.
- use appropriate reference sources to find specific information.
- locate the topic sentence and key words in a paragraph.
- identify cultural, emotional, and environmental settings of a story
- or a dramatization.
- identify main ideas.
- select appropriate rules, principles or processes.
- locate material.

P3.4 ORDERING, SEQUENCING

The student is able to. . .
- put words in alphabetical order.
- order according to priorities.
- sequence in order of importance.
- list events as they occur in time.
- put in appropriate order the steps of a recipe or a task.
- determine the best sequence or schedule for completing a task
- or reaching a goal.

P3.5 MANIPULATING, ARRANGING, TRANSFORMING, COMPUTING

The student is able to. . .
- manipulate or arrange pictures, objects, and objectives according to need, stated sequence, or order of difficulty.
- describe relationships between things or situations.
- rearrange letters to make a new word and build words using affixes, suffixes, prefixes, and root words.
- combine things or ideas (add, multiply, put together).
- divide or separate ideas or things (subtract, divide, share, cut, edit).
- establish a new order or sequence to meet the needs of a new situation or problem.

P3.6 ESTIMATING

The student is able to. . .
- estimate and check mass and size.
- estimate by touch and sound.
- estimate the total or remaining amount.
- estimate the outcomes of a situation then evaluate real outcomes; e.g., learning related to a unit of study, effectiveness of a compaign, reaction of the audience to a program.
- estimate the possible utility of a form of writing, reporting, and information source.
- estimate the amount of time needed for study, then check information learned against time spent.
- estimate one's own learning style and needs.
- estimate the materials needed to complete a task.

P3.7 SUMMARIZING, ABSTRACTING

The student is able to. . .
summarize a news article.
write a news event and a book report.
represent information on a bar, circle, or line graph.
paraphrase, abstract, summarize.

P4 PROCESSING I — INTERPRETING INFORMATION, DRAWING MEANING FROM DATA

The student is able to interpret information by participating on one or more of the following or similar activities. The ability to interpret information is an important aspect of career training.

P4.1 DECODING VERBAL AND NONVERBAL SYMBOLS (READING AND LITERAL TRANSLATING)

The student is able to. . .
- read and write all letters and numbers.
- use rules of phonics and structure to read familiar and unfamiliar words on one's achievement level.
- spell and write sentences consistent with one's achievement level.
- recall the plot, characters, settings, and events in a story read or heard.
- use skim reading for key words, headings, main idea, and when looking for specific information.
- know the significance of diacritical markings, italics, bold face type, and punctuation.
- use punctuation correctly in written work.
- decode a map key or symbolic representation on a graph or chart.
- use guide words and cross references.
- use newspapers, magazines, pamphlets, and brochures.

P4.2 INFERRING, ALTERING BY ADDING

The student is able to. . .
- infer from context clues, title, and subheading what words mean or content might include.
- infer the dominant mood or the feelings and thoughts of the characters in a story of drama.
- add details to an outline or abstract.
- supply missing words, word phrases, and information.
- relate possible consequences and causes.
- relate what might be expected to follow.
- determine possible use.
- infer what comes next
- describe a situation in terms of advantages and disadvantages.
- infer pronunciation and accent of words through context.
- supply words represented by an acronym.

P4.3 ANALYZING-INTERPRETING

The student is able to. . .

- identify component parts; e.g., a sentence, a recipe, an event,
- a mineral, a mathematical process.
- recognize the difference between fact and fiction.
- recognize absurdities.
- identify sequence in terms of logic, space, time, importance, cause and effect, and preference.
- interpret meaning.
- interpret analogies and similies.
- interpret myths, legends, and fables.
- recognize a scrambled letter word.
- use knowledge of phonics, prefixes, suffixes, and content to determine meaning.
- analyze narratives to build an understanding of characters.
- determine the intent of a message.
- recognize the difference between logical and illogical material or
- statements.
- analyze the reaction of self and others to literature, music, art, drama, or dance.
- decide if a story is fact or fantasy.
- use knowledge of root words to determine meaning.
- interpret a key or guide.

P4.4 ASSOCIATE, RELATE, EQUATE

The student is able to. . .

- recognize something seen, read, or heard
- recognize familiar sounds, smells, tastes.
- use poetry, creative writing, music, and art to express emotion.
- relate seemingly unrelated words, ideas, and objects.
- create analogies.
- find alternatives which are equal.
- use similes, and association in speaking and writing.
- list all that are alike, that can be used, or that can be
- substituted for a word, an object, or an action.
- establish criteria for relationship between groups of words,
- objects, actions, and events.
- understand equal and unequal in terms of mass, volume, or content.
- associate values with actions.
- associate training and skills with occupational opportunities.
- identify complete words from a definition.
- recall something seen and heard.

P4.5 COMPARE, CONTRAST, DISCRIMINATE

The student is able to. . .
- discriminate differences in shape, design, color, size, weight,
- texture, and gloss.
- understand the multiple meanings of a word or a word phrase.
- understand the effects and goals of advertising.
- compare the emotional impact of art, music, literature and drama.
- compare differences between types and styles of writing.
- discriminate between memory tasks and appropriate mnemonic strategies.
- identify the elements of a writing style such as satire, poetry, fiction, and nonfiction.
- compare propaganda, opinion, and editorials with factual reports.
- understand the effects and goals of advertising.
- discriminate between main idea and supporting information.

P4.6 SYNTHESIZING

The student is able to. . .
- arrange words and objects in a new way.
- combine elements to make a whole.
- develop an effective statement or description designed for a specific purpose or need.
- select words and phrases to convey the most precise message.
- use known information to add meaning and give direction.
- combine analysis, generalizations, assumptions, and evaluation to interpret a situation, setting, or selection.

P4.7 TEST AGAINST STANDARDS OF CRITERIA

The student is able to. . .
- judge a book or a story in terms of one's preferences.
- judge student-produced projects against student-established criteria.
- look for a pattern or a sequence then test against the criteria for that pattern or sequence.
- decipher a code.
- set criteria for making a judgment.
- set goals in relation to behavior, study plans, or achievement then evaluate actual performance in terms of goals.
- judge actual results in terms of results preferred.
- evaluate plans in terms of goals.
- evaluate goals in terms of materials, constraints, and priorities.

P4.8 GENERALIZING

The student is able to. . .
- make an assumption.
- state the conclusion.
- assume non-stated causes, effects, costs, and benefits.
- assume settings, standards, or criteria on the basis of information given.

The student is able to use information to produce new information by participating in one or more of the following or similar activities. The ability to use information to produce new information in an important aspect of career training.

P5.1 THEORIZING, PREDICTING, FORECASTING

The student is able to. . .
- establish goals.
- use present knowledge and background to predict an outcome of a situation.
- think before acting.
- consider present knowledge along with the things that need to be known before acting.
- be aware of how conditions will change one's actions.
- be aware and sensitive to how one's actions will effect others.
- be confident in one's ability to predict or forecast.
- describe causes related to effect.
- describe an effect when given the causes.
- predict what would happen if. . .
- theorize what it would have been like at some time in the past.
- compare people and predict their actions.
- explain what someone else might have done.
- predict one's own future.
- predict the outcome of a trend.

P5.2 FORMULATING HYPOTHESES

The student is able to. . .
- hypothesize all possible alternatives, limitations, or conditions.
- hypothesize ways in which others will be effected by a decision or action.
- select the best possible alternative or rule.
- anticipate outcomes related to decisions, actions, and goals.
- decide what will happen, should happen, or might happen.
- make a choice or a decision in terms of predicted outcomes.

P5.3 TESTING HYPOTHESES

The student is able to. . .
- act according to one's decision then evaluate outcomes in terms of the original goal.
- use alternative methods when necessary to reach one's goal.
- evaluate how well one's goals have been met; e.g., behavior or study plans.
- evaluate how others were affected.
- ask others what they want to know and what they would have changed.
- evaluate the effect of the program, presentation, film, and written report in terms of expectations.
- judge how people are reacting.
- set up an experiment to prove or test a hypotheses.
- use other people's observations and opinions to prove or test hypotheses.
- apply selected rule, principle, or process.

P5.4 REVISING HYPOTHESES

The student is able to. . .
- make an alternative decision.
- reset goals.
- specify new outcomes.
- specify changes that could be made in decisions or choices.
- in terms of how others feel, decide which changes should be made.
- in terms of what you think will or should happen, list or describe desired actions, ends, and outcomes.
- specify what else should or ought to be done.
- select alternative rules, principles or processes.

P6 OUTPUT I — ACTING ON THE BASIS OF INFORMATION

The student is able to act on the basis of information by participating in one or more of the following or similar activities. The ability to act on the basis of information is an important aspect of career training.

P6.1 REACTING

The student is able to. . .
- recite.
- list or tell.
- respond to praise.
- show pleasure, emotion, and preference.
- show enjoyment when watching a film, an event, or reading a book.
- show an independent value system through choices or selections.
- respond to humor.
- respond to friendship, sharing, and cooperation.
- describe feelings and reactions.
- follow directions.

P6.2 MAKING DECISIONS

The student is able to. . .
- choose between two alternatives or from among several alternatives.
- select one's favorite.
- choose the best.
- judge according to previously established criteria.
- judge according to values.
- judge according to knowledge of the situation or the desired outcome.
- select the best way to reach a goal or to accomplish a task.
- develop one's own study plan.
- name a story, poem, and report.
- answer questions related to the main idea and choose the best answer on a multiple choice test.
- select books that will be most appropriate to the task.
- select the best way to explain or show what something means.

P6.3 SOLVING PROBLEMS

The student is able to. . .
- discuss a situation with others before making a decision.
- get additional information before coming to a conclusion.
- ask for help from the teacher or another student when necessary.
- work as a member of a group.
- share responsibility in order to complete a task.
- read to gain more information.
- ask pertinent questions.
- clearly explain what one needs or wants.
- know where to go to get materials needed to compelte a project.
- know where to go to get additional information for a research project.
- develop alternative methods for reaching one's goal.
- substitute one material or method for another.
- use books, people, reference materials, and the environment as resources.

P6.4 RESTRUCTURING VALUES (ADAPTING, MODIFYING)

The student is able to. . .
- change one's opinions.
- change the priority of a list or what one needs to accomplish.
- change one's choice of reading material for recreation or enjoyment.
- choose music, books, and art according to taste or preference.
- discuss changes in opinions and preferences.
- describe attributes of a variety of art styles and forms of art.
- describe attributes of a variety of musical styles and forms of music.
- describe attributes of a variety of writing styles and forms of writing.

P6.5 RESTRUCTURING BEHAVIOR (ADAPTING, MODIFYING)

The student is able to. . .
- select books, art, colors, environment, clothing, friends, and music according to tastes, values, and needs.
- behave in ways that will result in praise and positive reactions from peers, teachers, and other adults.
- defend one's choice and point of view.
- adjust reading strategy to type of test or task.
- adjust a study plan to a task or situation.
- use reading skills in all subject areas.
- become totally involved with a study task, a problem, or something that is being read or heard.
- pay attention to something that is being said or done.
- show that praise and recognition are valued.
- select the best way to study, learn, and memorize something.
- select the materials one needs to study and to complete a task.
- select those people one wishes to include as friends.
- select those people who can best help one to accomplish a task.
- select those people who can best serve on a committee or as members of a specific task group.
- select the best route for getting from one place to another.

P6.6 ENCODING VERBAL AND NONVERBAL SYMBOLS PRIOR TO COMMUNICATION

The student is able to. . .
- label items or words one is asked to remember.
- study those items missed rather than all items to be recalled.
- plan an approach for studying items and objects to be remembered.
- test one's self to see what is known.
- rehearse information to be recalled.
- accurately estimate study time needed.
- estimate what one is capable of remembering.
- use cues, aides, or notes as a means of remembering.
- combine objects and words in meaningful pairs of sequences.
- categorize and cluster information into meaningful groups or meaningful orders.
- organize information subjectively.
- develop a systematic system for searching one's memory.
- cumulatively rehearse something to be learned exactly.

P6.7 CREATING ON THE BASIS OF KNOWLEDGE AND PROCESS

The student is able to. . .
- give as many ideas as possible.
- discuss all possibilities, then add more ideas.
- list as many uses as possible for an item, word, and system.
- categorize ideas, then add as many more ideas as possible to each category.
- seek an unusual, original, or unexpected answer.
- try to think of an answer no one else thought of.
- create original written, poetic, art, and musical compositions.
- create games, study materials, and math problems.
- create plays, assume roles, and use dramatization as a means of communication.
- create a display, poster, and an advertisement.
- create metaphors, analogies, and similes.

P7 OUTPUT II — COMMUNICATING INFORMATION

The student is able to communicate information by participating in one or more of the following or similar activities. The ability to communicate information is an important aspect of career training.

P7.1 VOCALIZING (NONVERBAL)

The student is able to. . .
- imitate sounds of animals and machines.
- participate in choral singing.
- make sounds associated with emotion, agreement and disagreement.
- make sound of graphemes (vowel, consonants, blends).

P7.2 GESTURING, MOVING

The student is able to. . .
- use facial expression to express emotion.
- use the body to express emotion.
- use creative body movement to perform a task or movement defined by the instructor or situation.
- gesture or move in a manner that conveys the personality of a character in a drama.
- indicate approval and disapproval through gestures.
- indicate that instructions have been interpreted.
- show that one enjoys the task.
- show pride in one's own work or accomplishments.
- show pride in the accomplishments of the group.
- produce rhythm and sound patterns.

P7.3 TOUCHING

The student is able to. . .
- arrange the parts of the pieces into a whole and place in a category.
- touch the appropriate answer, picture, and body part as a means of
- showing knowledge.
- touch to show knowledge of tactile discrimination.
- touch another person to indicate love and emotional support.

P7.4 SPEAKING

The student is able to. . .
- give speeches and recite.
- help present a campaign.
- debate.
- discuss.
- state one's own point of view or values.
- present a radio, television, or taped program.
- interview and ask questions.
- answer questions.
- tell and report.
- tell how one feels and what one needs.
- use analogies, metaphors, and similes.
- read aloud.
- define aloud.

P7.5 WRITING

The student is able to. . .
- copy simple forms or shapes.
- write one's own name and biographical information such as address and telephone number.
- write the alphabet.
- write numbers.
- write words appropriate to one's achievement level.
- write sentences and paragraphs appropriate to one's achievement level.
- use appropriate punctuation.

(continued on next page)

P7.5 WRITING (continued)

- record one's own experiences in a written form.
- write a source or research paper appropriate to one's achievement level.
- write creative compositions.
- write poetry, analogies, similes.
- label parts and processes.
- describe, in written form, how one feels, what one needs, and what one values.
- fill out forms and applications.
- write letters, speeches, and reports.

P7.6 USING ART MEDIA (PAINTING, DRAWING, SCULPTING, CONSTRUCTING, ETC.)

The student is able to. . .

- use art materials to draw and cut.
- use art materials to illustrate stories, poems, and emotions.
- use art materials to illustrate concepts in social studies, science and language arts.
- plan and create murals, posters, bulletin boards, or displays.
- use art materials to express attitudes, values, and personal perceptions.
- use art materials to demonstrate crafts and skills.
- use art materials as a means of self expression.
- use construction materials as a means of creative, artistic expression.

P7.7 DRAMATIZING

The student is able to. . .

- perform in skits, plays, and programs.
- assume the role of a character in a story.
- use puppets and participate in puppet plays.
- role play.
- participate in simulation games.
- use dramatic movement to express emotion or the role of an animal.
- use nonverbal vocalizing and gesturing.

P7.8 SINGING, PLAYING INSTRUMENTS

The student is able to. . .

- participate in rhythm bands, school bands, orchestras, and concerts.
- participate in chorus or choir singing.
- participate in class singing and performances.
- perform one's own original compositions.

P7.9 DANCING

The student is able to. . .

- participate in rhythm activities related to play and physical activities.
- respond to rhythm in ballroom, popular, folk and square dancing.
- create a dance or movement to fit the situation or mood.
- create and compose dances to be performed.

C O M M U N I C A T I O N

The mature person is capable of using language in the following ways:

1. As a means of getting things, satisfying material needs. (To satisfy the "I want" needs).

2. To control the attitudes, behaviors, and feelings of others. (To satisfy the "Do as I tell you" need.)

3. To get along with others, establish relative status — also establishing separateness. (To satisfy the "Me and You" need.)

4. To express individuality, awareness of self, pride. (To satisfy the "Here I come" need.)

5. To seek and test knowledge. (To satisfy the "Tell me why" need.)

6. To create new worlds — make up stories, poems, etc. (To satisfy the "Let's pretend" need.)

7. To communicate information, description, propositions. (To satisfy the "I've got something to tell you" need.)

8. To delight in puns, jokes, riddles. (To satisfy the "Enjoy this" need.)

9. For statutes, contracts, laws, agreements, regulations. (To satisfy the "How it must be" need.)

10. To keep records, histories, diaries, notes. (To satisfy the "How it was" need.)

Definition

Communicating is the receiving, formulating, imparting, or interchanging of thoughts, opinions, or information by speech, writing, signs, symbols, or nonverbal acts. Language is the foundation of communication and is best learned through meaningful use. Communication does not occur until the thinking process is employed — bringing meaning to the learning experiences. Communicating also involves sending messages by mass media such as television and newspapers.

THE NATURE OF LANGUAGE

CONCEPT A: Language has four main uses: to inform — to persuade — to entertain — to establish friendly relations and feelings.

CONCEPT B: Language must be learned; using words is not like eating and sleeping — something we are born knowing how to do.

CONCEPT C: Words are one kind of symbol, made up of sounds, that stand for things, ideas, and people. In order to use words accurately, people must agree on the thing the words stand for.

CONCEPT D: Words acquire connotations as a result of individual or group associations with them.

CONCEPT E: The larger the group of things, qualities, or activities a word symbolizes, the less specific the word is.

CONCEPT F: The connotations of words are more useful in persuading people to do or to buy something than are the denotations of such words.

LANGUAGE AND COMMUNICATION

CONCEPT A: Language is one of many ways to communicate; it is usually, but not always, the more exact way.

CONCEPT B: Language is a distinctly human way of communicating; animals communicate, but they do not "talk."

CONCEPT C: In order to communicate, there must be a speaker or writer, a listener or reader, and a "message" to communicate.

CONCEPT D: In order to communicate in writing, people must have a mutual understanding of the graphic system.

CONCEPT E: When people speak or write they must consider the age, interests and backgrounds of their listeners or readers.

STRUCTURE OF LANGUAGE

CONCEPT A: All languages have systems that communicate meaning. The two main parts of the system are the vocabulary codes and the grammar codes.

CONCEPT B: In order to communicate in any language, one must be familiar with the intonation patterns and the sounds of that language.

CONCEPT C: There is a certain word order that is typical of the English language.

CHANGES IN LANGUAGE

CONCEPT A: Languages change by adding new words.

CONCEPT B: The structure of the language provides ways to add new words.

CONCEPT C: Languages change by dropping words.

CONCEPT D: Sometimes old words take on new meanings.

CONCEPT E: Languages change their form over long periods of time.

RELATIONSHIP BETWEEN SPEAKING AND WRITING

CONCEPT A: Spoken language is learned by imitation; written language is learned by direct instruction.

CONCEPT B: Writing is an attempt to represent speech. The English language has over thirty-three sounds with only twenty-six letters to represent them.

CONCEPT C: Written words are made of letters, and letters stand for sounds.

CONCEPT D: The intonation system of a language provides more exact clues to meaning than any written representation of the system can provide.

CONCEPT E: Some languages do not have writing codes, but most languages use some sort of alphabet to indicate the sounds of words of the language.

LANGUAGE AND EXPERIENCE

CONCEPT A: Words can give only an approximate idea of the actual experiences they represent.

CONCEPT B: Sometimes the sounds of letters and words imitate the sounds of the things they are describing.

CONCEPT C: Different people react differently to the same statement.

CONCEPT D: Language extends experience, and experience extends language.

CONCEPT E: The language we gain through our own experiences is the language we use in ordinary communication. The language we come to understand in literature is language that extends our experience beyond what actually happens to us.